

TEACHER'S HANDBOOK



English

Language & Literature

Section C

Literature

10



An imprint of Ratna Sagar P. Ltd.

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Section C

Literature

Textbook: First Flight

Prose

1. A Letter to God

≡ Practice Questions ≡

(Page 11)

A. Read the extracts given below and answer the questions that follow. 5

1. Not a leaf remained on the trees. The corn was totally destroyed. The flowers were gone from the plants. Lencho's soul was filled with sadness. When the storm had passed, he stood in the middle of the field and said to his sons, "A plague of locusts would have left more than this. The hail has left nothing. This year we will have no corn."

- (a) Why did the following come to pass?

Lencho's soul was filled with sadness.

Choose the most suitable option. 1

- (i) It had rained generously, and his fields had been enriched.
- (ii) He knew that his family would soon die of the plague.
- (iii) All his efforts throughout the year had gone to waste.
- (iv) His letter to God had gone unanswered.

Ans. (iii) All his efforts throughout the year had gone to waste.

- (b) Fill in the blank with the correct word from the brackets. 1

Lencho's state of mind before the storm was one that was (calm/ agitation.)

Ans. calm

- (c) "Nature is unpredictable." Elaborate on the vagaries of nature with reference to the extract. 2

Ans. Earlier, the air was fresh and sweet. But suddenly, a strong wind began to blow and along with the rain very large hailstones began to fall. The very rain which had been seen as a blessing became a curse.

- (d) Which one word would correctly describe the condition of the trees after the storm was over? 'Not a leaf remained on the trees.' 1

Ans. Bare / Leafless

2. Lencho was an ox of a man, working like an animal in the fields, but still he knew how to write. The following Sunday, at daybreak, he began to write a letter which he himself would carry to town and place in the mail. It was nothing less than a letter to God.

- (a) What do we infer about Lencho from the metaphor used in the following sentence?

Lencho was an ox of a man, working like an animal in the fields, but still he knew how to write.

Choose the most suitable option. 1

- (i) He was illiterate.

(ii) Lencho was familiar with animal husbandry.

(iii) He was a hardworking man.

(iv) Lencho was a strong but stupid man.

Ans. (iii) He was a hardworking man.

(b) Fill in the blank with the correct word from the brackets. 1

Lencho asked God for help since he had immense (pride/ faith).

Ans. faith

(c) Lencho had nothing but his faith left. Elaborate on the reason for Lencho writing a letter to God with reference to the extract. 2

Ans. Lencho, a poor farmer, lived a solitary existence with his family. When tragedy struck, he was helpless. Lencho's deep faith in God's mercy made the simple man turn to the only source of help he could think of.

(d) Which other word would correctly substitute "daybreak," in the given sentence from the extract: "The following Sunday, at daybreak, he began to write a letter ..."? 1

Ans. dawn / sunrise

3. It was impossible for him to gather together the hundred pesos, so he was able to send the farmer only a little more than half. He put the money in an envelope addressed to Lencho and with it a letter containing only a single word as a signature: God.

(a) What can we infer about the sender's character from his action referred to in the given text? 1

Ans. Through his action of sending a poor stranger money, one understands that the sender was a kind-hearted man.

(b) What does the following tell us about the postmaster?

He put the money in an envelope addressed to Lencho and with it a letter containing only a single word as a signature: God.

Choose the most suitable option. 1

(i) He was full of hubris.

(ii) He was very empathetic.

(iii) He wanted to maintain Lencho's grand delusions.

(iv) He did to wish to shake Lencho's unquestioning faith.

Ans. (iv) He did to wish to shake Lencho's unquestioning faith.

(c) Why was it difficult for the postmaster to gather a hundred pesos to send to Lencho? 2

Ans. Despite giving part of his salary, the postmaster also had to ask for money from his employees and several friends as charity for the poor farmer, all of whom were also not well-off. Therefore, he could not raise the entire amount.

(d) Fill in the blank with the correct word from the brackets. 1

The postmaster must have been feeling (pleased / disillusioned) with himself while sealing the envelope for Lencho.

Ans. pleased

4. Lencho showed not the slightest surprise on seeing the money; such was his confidence – but he became angry when he counted the money. God could not have made a mistake, nor could he have denied Lencho what he had requested.

(a) What does the author intend to suggest regarding Lencho and his relationship with his fellow beings through the following sentence?

Lencho showed not the slightest surprise on seeing the money; such was his confidence – but he became angry when he counted the money.

Choose the most suitable option. 1

(i) Lencho's blind faith in all beings.

- (ii) Lencho's unwavering devotion to all beings.
- (iii) Lencho's distrust of all beings, except God.
- (iv) Lencho's lack of self-worth in relation to his fellow beings.

Ans. (iii) Lencho's distrust of all beings, except God.

- (b) Fill in the blank with the correct word from the brackets. 1

Lencho was (relieved/angered) when he opened the envelope because the complete amount, he had asked for was missing.

Ans. angered

- (c) Was it fair for Lencho to be angry when he counted the money? Respond with reference to the text. 2

Ans. Lencho was a simple man with immense blind faith in God. He was sure God would not have made a mistake or denied him the money. He immediately thought someone at the post office had stolen part of it and hence was angry.

- (d) What expression would Lencho have had on his face which would have shown his anger while counting the money? 1

Ans. Frown / Scowl

5. It said: "God: Of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much. But don't send it to me through the mail because the post office employees are a bunch of crooks. Lencho."

- (a) Why does Lencho's blind faith not seem endearing and heart-warming after he writes the following line in his second letter?

But don't send it to me through the mail because the post office employees are a bunch of crooks.

Choose the most suitable option. 1

- (i) He seems jaded with life and his world.

- (ii) He speaks unkindly of people who had helped him.
- (iii) He appears to be quite demanding and desperate.
- (iv) Lencho is seen using his faith as a crutch.

Ans. (ii) He speaks unkindly of people who had helped him.

- (b) Fill in the blank with the correct word from the brackets. 1

The conclusion of the story of Lencho's letter end on a note of (irony/comedy).

Ans. irony

- (c) How does the reader feel about the ending of the story? 2

Ans. At the unexpected ending, one feels exasperated at Lencho's foolishness at not realizing the kindness of the post office employees. Lencho calling the very same people who helped him as 'a bunch of crooks' was sad and hurtful.

- (d) What lesson does the story teach us? 1

Ans. Sometimes things are not as they seem.

B. Answer the following questions in 40–50 words each. 3

1. Lencho had only 'one hope'. What was it? What had Lencho been told about it?

Ans. The one hope that Lencho had was the help of God. Lencho had been told that God sees everything, even what is deep in one's conscience.

2. "A plague of locusts would have left more than this" – what had happened to make Lencho say this?

Ans. A hailstorm had destroyed Lencho's field of corn completely. Not a single leaf was left on the trees and all flowers were gone from the plants. A plague of locusts would have done less damage.

3. The postmaster has been described as an amiable fellow. How else would you describe him?

Ans. The postmaster was also a kind-hearted person. He appreciated Lencho's faith in God and wanted to answer the letter. He was also a man who stuck to his resolution. When he realized that he would need money to answer the letter, he collected it from the employees and gave part of his salary to help Lencho.

4. What idea did the postmaster have? Why did he come up with such an idea?

Ans. The idea that the postmaster had was to answer the letter that Lencho wrote to God. He came up with this idea because he was impressed by Lencho's faith in God, and he did not want to shake that faith.

5. Lencho thinks that God could not have made a mistake, nor could he have denied Lencho what he had requested. What does this tell you about Lencho?

Ans. This tells us that Lencho's faith in God was absolute. He was sure that God would help him. It also tells us that Lencho was a simple man. He thought that God would answer his letter and help him by sending him money.

C. Answer the following questions in 100–120 words each. 6

1. Describe the character of Lencho. Discuss the presence or the lack of these qualities while describing his character:

- Confidence
- Humility
- Gratitude
- Faith

Ans. Lencho is a farmer who loses all his crops in a hailstorm. But he has unshakeable faith in God and believes that God would help him out. So he promptly writes a letter to God asking for a hundred pesos to see him through the year. When he receives a reply from God, such is his confidence that he is

not surprised. However, when he counts the money and finds it less than what he had asked for, he is quick to assign blame to the post office employees. He displays neither gratitude nor humility at having received the money. He behaves as if he is entitled to help from God.

2. What kind of people were the post office employees? How does Lencho regard them?

Ans. The people at the post office were kind and helpful. When the postmaster saw Lencho's letter addressed to God, he was impressed by his faith. He resolved to answer the letter so as not to shake Lencho's faith in God. Even when he realized that it required money to be answered, he did not backtrack. He arranged as much money as he can. He gave a part of his salary, and all the other employees too contribute. However, Lencho regarded them as a bunch of crooks. When he finds that the money was less than the hundred pesos he had asked for, he jumped to the conclusion that the post office employees had stolen the money.

3. Lencho: "A plague of locusts would have left more than this. The hail has left nothing. This year we will have no corn."

How and why do Lencho's emotions swing from one extreme to another? What lesson do we learn from his experience?

Ans. Lencho had been waiting for rain. As a farmer, it was what he badly needed for his crops. When the rain started, he was filled with joy and saw each raindrop as a promise of good fortune for his family. But then the rain suddenly turned into very large hailstones and within an hour had destroyed his entire field, and his soul was filled with sadness and despair.

This is true of life. One never knows how things could change the very next second. Joy and sorrow, pleasure and pain, life and death – all go hand-in-hand. Life is unpredictable

and man's well-made plans often turn to dust. Things happen unexpectedly, suddenly. One learns that there are many things that one cannot control. Everything could be going smoothly, and then suddenly, in the blink of an eye, your whole world could come crashing down. Or the opposite may happen, and turn a pauper into a prince.

2. Nelson Mandela: Long Walk to Freedom

≡ Practice Questions ≡

(Page 20)

A. Read the extracts given below and answer the questions that follow. 5

1. We, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil. We thank all of our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity.

- (a) How would the hosts have felt on this special day? 1

Ans. The people of South Africa would have felt an overwhelming sense of pride in what they had achieved.

- (b) What is the "common victory" referred to in the following extract?

"a common victory for justice, for peace, for human dignity"

Choose the most suitable option. 1

- (i) The end of World War II
- (ii) The end of apartheid
- (iii) The beginning of colonization
- (iv) The beginning of a new republic

Ans. (ii) The end of apartheid

- (c) Why was the inauguration ceremony a special one in the history of South Africa? 2

Ans. This inaugural ceremony was the largest

gathering ever on South African soil. World dignitaries were there to celebrate the oath-taking ceremony of the country's first democratic, non-racial government. After decades, white supremacy and the rule of apartheid had ended in the country.

- (d) Fill in the blank with the correct word from the brackets. 1

The outlaws referred to in the extract are the once (oppressed/ enslaved) people of South Africa.

Ans. oppressed

2. It is from these comrades in the struggle that I learned the meaning of courage. Time and again, I have seen men and women risk and give their lives for an idea. I have seen men stand up to attacks and torture without breaking, showing a strength and resilience that defies the imagination.

- (a) Who were the 'comrades' that Mandela mentioned in his speech? 1

Ans. The 'comrades' that Mandela mentioned were the many freedom fighters who had fought against apartheid.

- (b) What does the following description reveal about the people of South Africa?

Time and again, I have seen men and women risk and give their lives for an idea.

Choose the most suitable option. 1

- (i) Their passion and commitment
- (ii) Their impressionable nature
- (iii) Their delusions
- (iv) Their apprehensions

Ans. (i) Their passion and commitment

- (c) What was the idea for which men and women were willing to give up their lives? Write your answer with reference to the text. 2

Ans. These people were freedom fighters, who wanted to bring a change in the political system in their country. They were fighting against apartheid. They were desirous of

South Africa to become a democracy, and wanted a society free from all discriminations.

- (c) Fill in the blank with the correct word from the brackets. 1

Another word would correctly substitute 'resilience,' in the given sentence from the extract: '...resilience that defies the imagination' is (pliability/toughness).

Ans. toughness

3. Even in the grimmest times in prison, when my comrades and I were pushed to our limits, I would see a glimmer of humanity in one of the guards, perhaps just for a second, but it was enough to reassure me and keep me going. Man's goodness is a flame that can be hidden but never extinguished.

- (a) What did the occasional 'glimmer of humanity' in the guards give Mandela and his comrades? 1

Ans. It gave them hope to continue their struggle.

- (b) In the following sentence, what did Mandela and his compatriots' challenge not entail?

Even in the grimmest times in prison, when my comrades and I were pushed to our limits, I would see a glimmer of humanity in one of the guards.

Choose the most suitable option. 1

- (i) They were pushed up against the prison walls.
- (ii) They were locked up in dirty, small cells.
- (iii) They were given the worst of jail food.
- (iv) They were set free from apartheid.

Ans. (iv) They were set free from apartheid.

- (c) "Man's goodness is a flame that can be hidden but never extinguished." With reference to the extract, elaborate on the reason for Mandela saying this. 2

Ans. Mandela believed that love was a more natural emotion in humans than hate. People were taught to hate others. Therefore, when he

saw glimmer of compassion in a guard, he had faith that goodness would triumph one day.

- (d) Fill in the blank with the correct word from the brackets. 1

A word which could correctly substitute 'grimmiest,' in the given sentence from the extract: 'Even in the grimmest times in prison...' is (wretched/dirty).

Ans. dirty

4. But in a country like South Africa, it was almost impossible for a man of my birth and colour to fulfil both of those obligations. In South Africa, a man of colour who attempted to live as a human being was punished and isolated. In South Africa, a man who tried to fulfil his duty to his people was inevitably ripped from his family and his home and was forced to live a life apart, a twilight existence of secrecy and rebellion.

- (a) Besides one's obligation towards one's family, which other obligation does Mandela refer to when he says 'both of those obligations?' 1

Ans. He is referring to obligations towards one's community and country.

- (b) As per the following extract, which of obligations would a man like Mandela not be allowed to do?

But in a country like South Africa, it was almost impossible for a man of my birth and colour to fulfil both of those obligations.

Choose the most suitable option. 1

- (i) He would be able to stand as an independent candidate during the election.
- (ii) He would be obligated to stand up for the rights of his people.
- (iii) He would be able to fulfil his obligations to his community and country.

- (iv) He would be obligated to fulfil his duties towards his family.

Ans. (ii) He would be obligated to stand up for the rights of his people.

- (c) Elaborate on what could happen to a man who tried to fulfil his twin obligations towards his family as well as his people, with reference to the extract. 2

Ans. When apartheid was practised in South Africa, it was impossible for a man of colour to fulfil both his duties. He could be ripped from his family, punished and imprisoned, or be forced to live the life of a fugitive.

- (d) Fill in the blank with the correct word from the brackets. 1

A man of colour who attempted 'to live like a human being' means he wanted (justice/dignity).

Ans. dignity

5. I was not born with a hunger to be free. I was born free – free in every way that I could know. Free to run in the fields near my mother's hut, free to swim in the clear stream that ran through my village, free to roast mealies under the stars and ride the broad backs of slow-moving bulls. As long as I obeyed my father and abided by the customs of my tribe, I was not troubled by the laws of man or God.

- (a) What do we infer about Mandela's childhood from the extract? 1

Ans. Mandela had a happy and carefree childhood.

- (b) What does Mandela mean by the following line?

I was not born with a hunger to be free.

Choose the most suitable option. 1

- (i) Mandela wanted to work for his freedom.

- (ii) Mandela was taught to work for the freedom of others.

- (iii) Mandela did not know what it meant to be free.

- (iv) Mandela was born free and did not know what the absence of freedom felt like.

Ans. (iv) Mandela was born free and did not know what the absence of freedom felt like.

- (c) What different freedoms did Mandela longed for as he grew older? 2

Ans. As a student, Mandela wanted the freedom to stay out at night, read what he liked and go where he chose. Later as a young man, he yearned for the basic freedoms of earning his keep, of marrying and having a family.

- (d) Fill in the blank with the correct word from the brackets. 1

In the given extract, Mandela's (innocence/intelligence) becomes apparent.

Ans. innocence

6. It was this desire for the freedom of my people to live their lives with dignity and self-respect that animated my life, that transformed a frightened young man into a bold one, that drove a law-abiding attorney to become a criminal, that turned a family-loving husband into a man without a home, that forced a life-loving man to live like a monk.

- (a) Which freedom did Mandela want his people to have? 1

Ans. He wanted them to be free from any kind of discrimination in their own country.

- (b) What quality of Mandela's becomes apparent in these lines?

As long as I obeyed my father and abided by the customs of my tribe, I was not troubled by the laws of man or God.

Choose the most suitable option. 1

- (i) Influence (ii) Deference
(iii) Wit (iv) Honesty

Ans. (ii) Deference

- (c) Which factors made Mandela 'animated' enough to want to change the life of his people? 2

Ans. When Mandela slowly saw that his freedom to lead a normal life was curtailed by restrictions, he also realised that others like him were also not free. That is when he joined the African National Congress and started on his path of political struggle.

- (d) Fill in the blank with the correct word from the brackets. 1

From a law-abiding attorney, Mandela became a criminal. This change in him could be referred to as being (symbolic/ironic).

Ans. ironic

B. Answer the following questions in 40–50 words each. 3

1. What had made the historic day of the inauguration of the new South African nation possible?

Ans. The historic day of the inauguration of the new South African nation was made possible by the unimaginable sacrifices of thousands of African people, whose suffering and courage could never be counted or repaid.

2. Nelson Mandela says that 'love comes more naturally to the human heart than its opposite'. What does he mean by it?

Ans. Mandela means that love is a more natural emotion than hate. One is not born hating others because of the colour of their skin or background or religion. One learns to hate whereas love comes naturally to the human heart.

3. What are the twin obligations that every man has? Why was it difficult for a person to fulfil these twin obligations in a country like South Africa?

Ans. The twin obligations that every man has are towards his family and his country. In a place like South Africa, it was difficult for a person

of colour to fulfil these obligations because if he did, he would be punished and isolated. He would have to live apart from his family as a rebel.

4. As a young man, Mandela realized that his boyhood freedom had been an 'illusion'. Why?

Ans. As a young man, Mandela realized that his boyhood freedom had only been an illusion because he did not have the basic freedom to achieve his potential, earn his livelihood, marry and have a family — in short, he did not have the freedom to lead a lawful life, unobstructed.

5. What was it that made Nelson Mandela join the African National Congress?

Ans. When Mandela saw that not only was his freedom curtailed but the freedom of his fellow countrymen curtailed, the hunger for his own freedom became the greater hunger for the freedom of his people. This made Mandela join the African National Congress as well.

C. Answer the following questions in 100–120 words each. 6

1. How does Nelson Mandela pay tribute to the South African people whose sacrifices had made the establishment of a non-racial government in South Africa possible?

Ans. Mandela says that the sacrifices of the South African people have been unimaginable. Their suffering and courage can never be counted or repaid. He says that he is only the sum of all the African patriots who have gone before him. He calls them patriots of a long and noble line. He is pained that he has not been able to thank them, and that they have not been able to see what their sacrifices have brought about. He says that his country may be rich in the minerals and gems that lie beneath its soil, but its greatest wealth is its people, who are finer and truer than the purest diamonds.

2. Mandela says that people are not born hating other people; they are taught to hate. Discuss this in the social and political context of South Africa.

Ans. In South Africa, the system of apartheid was established to maintain the domination of the white-skinned peoples over the dark-skinned peoples of their own land. The races were segregated which resulted in hate and distrust amongst them. That such a situation is created and not natural is borne out of the fact that at even the grimmest times in prison, Mandela could see the glimmer of humanity in one of the guards, however fleeting. This gave him hope in man's goodness and the strength to persevere. Hate is not a natural condition into which people are born; it is a construct which can be demolished.

3. 'Freedom is indivisible . . . the chains on all of my people were the chains on me.' How did Mandela arrive at this conclusion? What does it reveal about his character?

Ans. As Mandela grew up, he realized that the boyhood freedoms that he had enjoyed were an illusion. He was not born free, but born into bondage. As a student he yearned for the freedom to read what he liked and go where he pleased; as a young man he yearned to achieve his potential, to earn his living and marry and have a family. Thus far, he wanted freedom only for himself. But when he saw his fellow countrymen suffer under the same bondage, his hunger for freedom became the hunger for the freedom of his people. He realized that he could not enjoy the limited freedoms that he had when his people were not free. This is because freedom cannot be divided – the chains on his people were also chains on him. If they were not free, so was he.

4. Nelson Mandela spent a lifetime struggling for freedom from oppression. On inauguration day, his speech is charged with emotion. Imagine that you watched the entire ceremony

of inauguration on TV. Write an account of your feelings as you watched the spectacular ceremony.

Ans. 10th May 1994, will remain fresh in my memory for years to come. I watched the spectacular inauguration ceremony sitting in my home. I felt privileged to see 100,000 jubilant South African men, women, and children who danced and sang for joy on this momentous occasion. History was being written and I was witness to it.

I was swept off my feet with awe watching dignitaries and politicians from over 140 countries who had flown in to grace the occasion. The rainbow gathering was one of a kind and I watched spellbound.

I was overwhelmed listening to the speech made by Mr Nelson Mandela on this occasion. Millions of South Africans and guests must have felt the lump in their throats when Mr Mandela spoke in a voice choked with emotion as he said, 'Never, never again will this beautiful land experience the oppression of one by another.'

The words ring in my mind crystal clear even today.

5. You have been chosen to address the school assembly, to speak on need for freedom and the resilience of the human spirit during times of crisis. Prepare the speech draft, with reference to the extract from Mandela's autobiography.

You may begin this way:

Good morning, everyone.

Today, I would like to discuss sections from an autobiography which offers a powerful insight into the need for freedom and the resilience of the human spirit maintained during times of crisis.

You may end this way:

To conclude Thank you for listening patiently.

Ans. Good morning, everyone. I am going to address you today on a topic that is of great import in any age, freedom. It is especially at times of crisis that we think most of our personal and collective freedom, but I would like to turn your attention to the ways in which we grow with freedom. We may fear and feel small in the face of oppression and factors that appear too large for us to influence in any helpful way. But, the courage to secure any kind of freedom only emerges when one confronts the challenge of unfreedom: one can only know one's courage in the face of that which seeks to bind one. Nelson Mandela knew this well, and I refer you all to his illuminating autobiography, in which he relates his struggle against racism and apartheid in South Africa.

We should all be aware, as Mandela was, that freedoms are linked together: we cannot preserve our personal freedom without endorsing it for all, and raising it in every sphere. He realized early that he could only liberate himself and his family by working for all his people in the cause of freedom. None of us must ever believe that freedom is some rare and conditional boon; freedom is, in fact, natural to all, just as anyone can move beyond hatred and be compassionate. Even supporters of apartheid are welcome in the new, free South Africa that Mandela envisions. Hatred, prejudice, even the worst forms of racist oppression, are all socially-schooled, and so anyone can also be instructed out of any individual subject. Mandela reminds us to value and preserve our humanity by extending it to the other, and thus to build and participate in relationships of freedom. This, I believe, is the keystone of a humanistic society, and I hope I have awakened some thoughts in our minds that will help us work together towards such a society.

Thank you for listening patiently. Have a great day.

3. Two Stories about Flying

Part I: His First Flight

≡ Practice Questions ≡

(Page 27)

A. Read the extracts given below and answer the questions that follow. 5

1. The young seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow when he had taken a little run forward to the brink of the ledge and attempted to flap his wings he became afraid.

- (a) What might have the seagull felt when he perceived the following contrast?

His two brothers and his sister had already flown away the day before. He had been afraid to fly with them.

Choose the most suitable option. 1

- (i) Optimistic
- (ii) Proud
- (iii) Reluctant
- (iv) Envious

Ans. (iv) Envious

- (b) What is the tone of the extract given? Support your answer with one example from the extract. 1

Ans. The tone of the extract is one of fear and hesitation. The young seagull clearly fears the world beyond the ledge and hesitates.

- (c) Why was the young seagull alone on the ledge? Write your answer with reference to the text. 2

Ans. Unlike his siblings, the young seagull had been afraid to fly. His parents scolded him, and threatened to let him starve unless he flew, but his fear did not let him move. It had been a day since anyone had come near him.

- (d) Fill in the blank with correct word from the brackets. 1

The other word which would correctly substitute 'brink,' in the given sentence from the extract: '...he had taken a little run forward to the brink of the ledge...' is (edge/narrow).

Ans. edge

2. His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.
- (a) What can we infer about how the parents of the seagull must be feeling about their child? 1

Ans. They must have been feeling worried about him.

- (b) Why did the seagull's father and mother threaten to starve the young seagull?

His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away.

Choose the most suitable option. 1

- (i) They wanted him to find food for himself like his siblings.
- (ii) They thought it would encourage him to try to fly.
- (iii) They wanted to punish him for not doing what all birds do.
- (iv) They were impatient with his laziness and cowardly behaviour.

Ans. (ii) They thought it would encourage him to try to fly.

- (c) What did the young seagull see his family doing through the day? Elaborate with reference to the text. 2

Ans. The young seagull had watched his parents flying about with his siblings all day, perfecting their art of flying, teaching them how to skim

the waves and how to dive for fish. He even saw his elder brother catch his first herring.

- (d) Fill in the blank with the correct word from the bracket. 1

The parents thought that (defaming / rebuking) their scared, young one would help.

Ans. rebuking

3. He stepped slowly out to the brink of the ledge, and standing on one leg with the other leg hidden under his wing, he closed one eye, then the other, and pretended to be falling asleep. Still they took no notice of him.

- (a) Where was the family of the young seagull at this time? 1

Ans. They were on a big plateau opposite him.

- (b) Why is there a tone of disappointment in the following line which shows the reaction of the parents?

Still they took no notice of him.

Choose the most suitable option. 1

- (i) The young seagull loved drama and wanted his family to give him attention, which they didn't.
- (ii) The young seagull wanted his mother to feel scared for him and fly over, but she didn't.
- (iii) The young seagull pretended to be falling asleep since he thought his family would feel pity and give him food, which didn't happen.
- (iv) The young seagull wanted to spy on them and see what they were doing, but he could see nothing.

Ans. (iii) The young seagull pretended to be falling asleep since he thought his family would feel pity and give him food, which didn't happen.

- (c) What feelings must the young seagull be experiencing at this time? Elaborate with reference to the extract. 2

Ans. The young seagull must have been feeling very miserable, ashamed, hungry, lonely, and abandoned at this time. He must have been wanting his mother desperately. Seeing his siblings enjoying their parents' attention must have made him feel very left-out, and jealous too.

- (d) Fill in the blank with the correct word from the brackets. 1

The young seagull was frightened of the (unknown/ height).

Ans. unknown

4. He waited a moment in surprise, wondering why she did not come nearer, and then, maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space.

- (a) Why was the young seagull 'maddened by hunger?' 1

Ans. The young seagull was maddened by hunger because he hadn't eaten anything for almost twenty-four hours.

- (b) What had led to the condition mentioned in the following sentence?

With a loud scream he fell outwards and downwards into space.

Choose the most suitable option. 1

- (i) The mother made him lose balance when he was at the edge of the cliff.
- (ii) The mother deliberately let him starve for days as punishment.
- (iii) The mother tricked him by tempting him with caresses.
- (iv) The mother, from a distance, tempted him with his favourite fish.

Ans. (iv) The mother, from a distance, tempted him with his favourite fish.

- (c) 'Tough love' parenting sends a message that essentially says, "I know you don't like what I'm about to do, but I'm going to do it anyway because it's good for you." Was it right for

the parents of the young seagull to exhibit such 'tough love?' Elaborate with reference to the text. 2

Ans. The responsibility of teaching their child to fly was on the parents. Therefore, they rightly had to be tough as they knew he would die if he did not learn how to fly. They had to be tough to equip him for life.

- (d) Fill in the blank with the correct word from the bracket. 1

The fish his mother got him (dulled/whet) his appetite.

Ans. whet

5. The next moment he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach, and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was soaring gradually downwards and outwards.

- (a) How did the young seagull go off the cliff? 1

Ans. The young seagull lost his balance and went off the cliff.

- (b) What does the following sentence make the reader feel?

The next moment he felt his wings spread outwards.

Choose the most suitable option. 1

- (i) Overwhelmed
- (ii) Optimistic
- (iii) Overjoyed
- (iv) Disappointed

Ans. (ii) Optimistic

- (c) What was the reaction of the young seagull's family when he started flying? Answer in with reference to the text. 2

Ans. The young seagull's family was thrilled to see him fly. His mother swooped past him, and his father flew above him, all screaming with joy at his accomplishment. His siblings

also flew around him, teaching him to soar and curve.

- (d) Fill in the blank with the correct word from the bracket. 1

A word which would ideally substitute 'gradually,' in the given phrase from the extract: 'He was soaring gradually downwards...' is (steadily/ deliberately).

Ans. steadily

6. His parents and his brothers and sister had landed on this green flooring ahead of him. They were beckoning to him, calling shrilly. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again flapping his wings. But he was tired and weak with hunger and he could not rise, exhausted by the strange exercise.

- (a) What does the following sentence induce in the reader?

But he was tired and weak with hunger, and he could not rise, exhausted by the strange exercise.

Choose the most suitable option. 1

- (i) Hope (ii) Apprehension
(iii) Desire (iv) Catharsis

Ans. (ii) Apprehension

- (b) Fill in the blank with the correct word from the bracket. 1

The family of the seagull rewarded him for his first flight by offering him (praise/fish).

Ans. praise

- (c) Family life forms an integral part of the life history of species across the animal kingdom. How is this evident in the family of the seagulls? Elaborate with reference to the text. 2

Ans. The concern of the parents for their weaker child; their sense of responsibility to teach

their children life-skills; the joy, pride, and celebrations of the entire family at the achievement of the young seagull – all this shows that family is an integral part of life in the species discussed here.

- (d) Which other word would correctly substitute 'beckoning,' in the given sentence from the extract?

'They were beckoning to him, calling shrilly.'

1

Ans. gesturing / signalling

B. Answer the following questions in 40–50 words each. 3

1. What did the young seagull think that made him afraid to fly?

Ans. The young seagull thought that his wings would never support him. The sea stretched a long way down beneath the ledge of the cliff where he stood, and he felt he would fall if he attempted to fly.

2. Why did none of the family of the young seagull come near him?

Ans. None of the family of the young seagull came near him because they wanted him to overcome his fear and make an attempt to fly. They did not bring him any food, and from the opposite cliff, taunted him for his cowardice.

3. Why were the parent seagulls raising a proud cackle?

Ans. The seagull's older brother had caught his first herring and had devoured it. So the parent seagulls circled around him and raised a proud cackle.

4. Why did the young seagull keep calling plaintively to his mother?

Ans. The young seagull kept calling plaintively to his mother because he wanted her to bring him the fish that she was tearing at. The seagull had not been given any food for a long time and was very hungry.

5. How did the young seagull learn to float on the sea?

Ans. At first, the young seagull screamed with fright when his legs sank into the sea. He attempted to flap his wings and rise again, but he was too tired and weak with hunger to rise. When his belly touched the water, he found that he sank no further. He had learnt to float.

C. Answer the following questions in 100–120 words each.

6

1. 'His First Flight' is a story about the challenges of growing up. Discuss.

Ans. While growing up, all of us face many challenges. We have to overcome hesitation, reluctance, even fear about a lot of things. 'His First Flight' is one such story about a young seagull who is scared to fly. His two brothers and even his little sister run to the edge of the cliff and take the plunge one by one. But the great expanse of the sea so far down beneath the ledge makes him certain that his wings will never support him if he makes the attempt to fly. His parents scold him, refuse to bring him food and taunt him for cowardice, but they do not have any effect on the seagull. At last, his mother dangles a piece of fish temptingly in front of him. Mad with hunger, he dives at it, and in the process falls off the cliff and flies. Terrified at first, he overcomes his fear and flies and soars like all other seagulls.

2. Sometimes one needs to be unkind to be kind. Discuss this statement with reference to 'His First Flight'.

Ans. In the story 'His First Flight', despite several attempts, the young seagull cannot overcome his fear of flying. His brothers and little sister have left the ledge on the cliff and flown away, but he cannot muster the courage to do so. His parents scold him, threaten to starve him out, and taunt him for being a coward. But it has no effect on him. His family stops

taking notice of him and keep him without food for a day. Hungry, the seagull calls for his mother to bring him food when he sees her picking at a fish on the opposite cliff. But she ignores him. Finally, to his great joy, she comes with a piece of fish, but rather than give it to him, she hovers in front of him, keeping the fish out of reach. Mad with hunger, the seagull dives for the fish and falls off the ledge. Though the mother seagull's act might seem unkind, it is this action of hers that makes the seagull overcome his fear and fly. So an act of unkindness can sometimes be helpful.

3. The biggest challenge in life is to overcome fear. How does 'His First Flight' justify this statement?

Ans. Often we are withheld from realizing our potential because we fear things. The fear is different for different people. In the story 'His First Flight', the young seagull cannot fly like the others because he is scared of falling to the sea below. He is certain that his wings will not be able to support him, and so despite being encouraged, threatened, and taunted by his family, he is unable to let go of the ledge where he feels safe. However, once we overcome the fear, we realize that we have crossed the hardest hurdle and the thing we were fearing is actually easy. The same happens to the young seagull. When tricked into jumping off the ledge, he is terrified for a few seconds, but then he spreads out his wings and flies effortlessly. He overcomes his fear of flying. He flies so naturally that he forgets that he had not always been able to fly.

4. The young seagull is sitting all alone on the ledge of the cliff. Write an imaginary dialogue between him and his siblings who are flying around him.

Ans. Sister: Come on, brother. Be brave and do not be scared! Close your eyes and take a deep breath before taking a plunge.

Seagull: The expanse of the sea and the height scares me.

Brother 1: What a coward you are! You are a seagull – flying is in your genes!

Brother 2: Even I was also afraid. It's only natural. Once you start flying, the excitement overcomes the fear.

Seagull: It had been twenty-four hours and I have not eaten anything. I am famished. Please get me some food.

Brother 1: Father has strictly warned me not to give any food to you. No flying means no food.

Brother 2: Brother, please try. We will all help you.

Seagull: I just can't. The height of the cliff and the expanse of the sea below unnerves me. The moment I try to jump off the ledge, a monstrous terror grips me and my heart stops still.

Sister: Remember parents want us to live our own lives. They want us to be independent and bold. Therefore, they are stressing your flying skills. Once you are proficient, they will be happy seeing us soaring in the sky.

Seagull: Please go away. I don't think you'll understand what I'm going through.

Brother 1: Come on, let's go. Mother is calling us for dinner. It's our favourite herring.

All: Bye, bye brother!

5. A character arc is the transformation or development of a character throughout a story and refers to the changes a character undergoes as a result of his/her experiences, challenges and interactions with other characters.

In light of the above information, trace the character arc of the young seagull.

Ans. The young seagull is introduced into the narrative in the middle of events: he is first seen at his weakest, starving and alone on the ledge, unable to take the leap forward to fly. However, the reader is then pushed

backwards in time, to the origin of the young gull's failure. The attempt to take his first flight is a major test of the gull's character: by entering the environment of the air (and the sea below), he becomes a full-fledged gull, not merely a chick. His failure to take off thus disappoints his family, which leaves him to himself.

The young gull is a figure of pity, and the sight of his siblings all flying as gulls normally do greatly dejects him. But, in his weakness, he is still quite unable to force himself to fly. His mother, the figure closest to him in his short life so far, has to trick him into flying, by tempting him with fish. From this point of desperation, the gull falls into the air, and then begins to fly instinctively. His fear is rapidly worn away, as he begins to explore flight with rapid confidence. Finally, he is back among his family members, elevated by their company and approval.

Part II: The Black Aeroplane

≡ Practice Questions ≡

(Page 34)

A. Read the extracts given below and answer the questions that follow. 5

1. The moon was coming up in the east, behind me, and stars were shining in the clear sky above me. There wasn't a cloud in the sky. I was happy to be alone high up above the sleeping countryside. I was flying my old Dakota aeroplane over France back to England.
- (a) Which phrase in the extract gives us a hint that something could go wrong on the flight? 1

Ans. 'I was flying my old Dakota aeroplane...'

- (b) Why the narrator makes it a point to describe the sky so elaborately, as seen in the following sentence?

The moon was coming up in the east, behind

me, and stars were shining in the clear sky above me.

Choose the most suitable option. 1

- (i) To show that what happened later was totally unexpected.
- (ii) As a pilot, it was a boon to have a clear sky for flying.
- (iii) To show that it was a wonderful time to enjoy a solo flight.
- (iv) As a pilot, he was deeply appreciative of nature's beauty.

Ans. (i) To show that what happened later was totally unexpected.

- (c) 'I was happy...' Elaborate on the reasons for the pilot's happiness with reference to the text. 2

Ans. The narrator was happy because he was flying home, back to England, to spend his holiday with his family. Everything was going well and it was an easy flight, so he was sure he would reach in time for a good big English breakfast.

- (d) Fill in the blank with the correct word from the bracket. 1

The mood of the narrator could best be described as (happy/ impatient).

Ans. happy

2. It was dead. It would not work! The other instruments were suddenly dead, too. I tried the radio.

"Paris Control? Paris Control? Can you hear me?" There was no answer. The radio was dead too. I had no radio, no compass, and I could not see where I was. I was lost in the storm. Then, in the black clouds quite near me, I saw another aeroplane. It had no lights on its wings, but I could see it flying next to me through the storm.

- (a) It was dead. It would not work! What is the pilot referring to here? 1

Ans. The pilot is referring to the compass of the aeroplane.

- (b) What kind of emotion would have dominated the narrator's mind when the following transpired?

Then, in the black clouds quite near me, I saw another aeroplane.

Choose the most suitable option. 1

- (i) Horror
- (ii) Hopelessness
- (iii) Apprehension
- (iv) Hope

Ans. (iv) Hope

- (c) 'There was no answer.' What danger was the pilot in? Elaborate on his situation. 2

Ans. The pilot was unable to get in touch with Paris control. Without the radio, no compass, little fuel and total darkness, the pilot was lost in the storm. It was a frightening situation as it seemed he was definitely going to crash.

- (d) Fill in the blank with the correct word from the bracket. 1

The extract given would be best described as a (narrative/descriptive) kind of writing.

Ans. narrative

3. "Follow me," he was saying. "Follow me."

'He knows that I am lost,' I thought. 'He's trying to help me.' He turned his aeroplane slowly to the north, in front of my Dakota, so that it would be easier for me to follow him. I was very happy to go behind the strange aeroplane like an obedient child.

- (a) What can we infer about how the narrator felt when he saw the other pilot? 1

Ans. The narrator must have felt relieved.

- (b) What can one gauge from the following indicated by the pilot of the black aeroplane? "Follow me," he was saying. "Follow me."

Choose the most suitable option. 1

- (i) He wanted to encourage the narrator.
- (ii) He wanted to mislead the narrator.
- (iii) He wanted to guide the narrator to safety.
- (iv) He needed assistance from the narrator.

Ans. (iii) He wanted to guide the narrator to safety.

- (c) The narrator refers to the other plane as 'strange.' Mention other aspects about the plane which prove that it was indeed 'strange.' 2

Ans. The other aeroplane had appeared suddenly in the dark clouds. It was black in colour and surprisingly had no lights on its wings. The pilot first flew right next to him, and then proceeded to guide the lost Dakota through the clouds to safety.

- (d) What is the literary device used in the following sentence? Choose the most suitable option. 1

'The narrator was 'happy to go behind the strange aeroplane like an obedient child.'

- (i) a metaphor. (ii) a simile.
- (iii) an allusion. (iv) an allegory.

Ans. (ii) a simile.

4. I turned to look for my friend in the black aeroplane, but the sky was empty. There was nothing there. The black aeroplane was gone. I could not see it anywhere. I landed and was not sorry to walk away from the old Dakota near the control tower. I went and asked a woman in the control centre where I was and who the other pilot was. I wanted to say 'Thank you'.

- (a) Which one word would correctly substitute the phrase 'not sorry,' in the given sentence from the extract?

'I landed and was not sorry to walk away from the old Dakota...'

Choose the most suitable option. 1

- (i) Overjoyed
- (ii) Relieved
- (iii) Enthusiastic
- (iv) Apologetic

Ans. (ii) Relieved

- (b) Fill in the blank with the correct word from the bracket. 1

It was (auspicious/remarkable) that the narrator was able to land safely with barely any fuel.

Ans. remarkable

- (c) The narrator refers to the mysterious pilot as his 'friend.' Elaborate on his reasons for doing so with reference to the extract. 2

Ans. When the narrator was facing certain death, the strange black plane had appeared out of nowhere, and the pilot, like a true good friend, had stayed with him and guided him through the dangerous storm, till he was safe.

- (d) Why does the narrator repeatedly underscore the absence of the pilot of the black aeroplane in the given extract? 1

Ans. He does so to highlight the mysterious nature of his interaction with the pilot of the black aeroplane.

5. She looked at me very strangely, and then laughed. "Another aeroplane? Up there in this storm? No other aeroplanes were flying tonight. Yours was the only one I could see on the radar."

So who helped me to arrive there safely without a compass or a radio, and without any more fuel in my tanks? Who was the pilot on the strange black aeroplane, flying in the storm, without lights.

- (a) Why did the lady at the control centre look at the narrator strangely and then laugh? 1

Ans. The lady at the control center looked at the narrator strangely and then laughed because

she must have thought he was joking with her or imagining things.

- (b) What does one learn from the woman's reaction?

She looked at me very strangely, and then laughed.

Choose the most suitable option. 1

- (i) The narrator had said something funny.
- (ii) She was thoroughly curious about the narrator.
- (iii) She was incredulous, given the narrator's question.
- (iv) She felt that the narrator's question was absurd.

Ans. (iv) She felt that the narrator's question was absurd

- (c) What had been the strange things about the black aeroplane which had left many questions in the narrator's mind? Write with reference to the text. 2

Ans. The black aeroplane with no lights, had mysteriously appeared in the storm right next to his aeroplane. Its pilot had guided the narrator, and even seemed to know that the narrator's fuel was almost over. When the narrator landed and looked for the black aeroplane, it had disappeared.

- (d) Fill in the blank with the correct word from the bracket. 1

In the end, the narrator must have felt (spooked/bewildered) about his adventure in the sky.

Ans. bewildered

B. Answer the following questions in 40–50 words each. 3

1. Why did the author go behind the strange aeroplane like an obedient child?

Ans. The author went behind the strange aeroplane like an obedient child because he was lost in the storm clouds and the pilot of the

aeroplane was signalling the author to follow him. It seemed that the pilot knew that the author was lost and was trying to help him.

2. Why did the author take the risk and fly straight into the storm clouds?

Ans. The author was looking forward to his holiday in England and being with his family. So when he saw the storm clouds, he did not want to turn and fly back to Paris. He did not have adequate fuel to fly over or around the clouds either.

3. When did the author realize that he was lost in the storm?

Ans. When the author took the risk and flew into the storm clouds, he saw that everything was dark inside the clouds. His old Dakota twisted and jumped precariously. The compass, radio, as well as the other instruments stopped working. The author could not establish contact with the control room in Paris. It was then that he realized that he was well and truly lost.

4. Upon landing, why does the author say he was not sorry to walk away from the old Dakota?

Ans. The author had a harrowing experience while flying his old Dakota. He had flown into huge storm clouds, and had it not been for the pilot of a black plane that flew in front of him and led him out of the clouds, he would have been lost. So, upon landing at the airport, the author says that he was not sorry to walk away from the old Dakota.

5. What puzzling questions did the author have in his mind after he spoke to the woman in the control centre?

Ans. After the author spoke to the woman at the control centre and was told that there was no other plane in the storm clouds but his, he was puzzled by the question of the other pilot's identity. Who was the pilot who had helped him arrive at the airport safely without a compass or a radio? Who was on the strange

black aeroplane, flying in the storm, without lights?

C. Answer the following questions in 100–120 words each. 6

1. Write an account of what happened from the time the author saw the black storm clouds to the time he landed safely at the airport.

Ans. The author was flying his Dakota over France. About 150 kilometres from Paris, he saw monstrous black storm clouds. As he did not have enough fuel to fly over or around it, he decided to take a risk and fly straight through the clouds. Everything was dark inside the clouds. The old Dakota twisted and jumped precariously. The compass, radio, as well as other instruments stopped working. The author could not establish contact with the control room in Paris. He was well and truly lost. But just then he saw another aeroplane in the clouds. It was black and had no light on its wings. The pilot of that aeroplane signalled to the author to follow him. The author followed him, and to his relief came out of the clouds and landed at an airport. On enquiring at the airport about the pilot of the black plane, the author was told that there was no other aeroplane up in that storm. The author's aircraft was the only aircraft that had been spotted on the radar.

2. Do you think the author was brave and daring? Or do you think he was foolish and impractical? Justify your answer.

Ans. I think the author was a bit of both. It was brave and daring of him to take the risk and fly straight into the storm clouds. He took his chances as he did not have adequate fuel to fly around or over the clouds. He did not want to fly back to Paris as he was looking forward to going home and being with his family. For a moment, he did think that he ought to go back to Paris. He would have done the wise and practical thing if he had.

In deciding to go against his good sense, he had been impractical and foolish. One cannot say what can happen inside storm clouds. The author was lucky that he found help and landed safely at the airport.

3. 'So who helped me to arrive there safely without a compass or a radio, and without any more fuel in my tanks? Who was the pilot on the strange black aeroplane, flying in the storm, without lights?'

Who do you think could have been flying the black aeroplane? Write an imaginary account from the mysterious pilot's point of view.

Ans. I was a test pilot and was made to fly different planes to test their air worthiness and reliability. Some of the planes were developed to withstand zero visibility and turbulent weather.

On one of these missions, I was flying a stealth plane. These planes were being developed by Lockheed Martin. The plane had no lights on its wing but through its cockpit, I can see the surroundings very well.

Ten years ago, I was flying from Paris to London after a brief training programme. I was excited and looking forward to meeting my wife and son. It was a clear night, like tonight – and I was impatient and happy. Suddenly I saw dark clouds ahead. To test the reliability of various apparatus installed in the plane, I flew directly inside the clouds. Lo! I saw another plane lost in the clouds. The plane was old Dakota. I then raised my hand and waved to the other pilot. I flew in front of the Dakota plane and guided him safely to land at the airport.

Since my flight was unannounced and a secret, I flew my plane overboard leaving no trace of the flight. The stealth technology ensure that the plane would not be detected by any radar.

4. From the Diary of Anne Frank

≡ Practice Questions ≡

(Page 42)

A. Read the extracts given below and answer the questions that follow. 5

1. Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year-old schoolgirl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest.

- (a) Which aspect of her nature Anne was referring to when she said the following?

'... For someone like me.'

Choose the most suitable option. 1

- (i) Her talkative nature
- (ii) Her creative expression
- (iii) Her shy, unassuming self
- (iv) Her extroverted nature

Ans. (iii) Her shy, unassuming self

- (b) Fill in the blank with the correct word from the bracket. 1

One of the reasons why Anne considered writing in a diary a 'really strange experience' was her (unfamiliarity/discontent) with the form.

Ans. unfamiliarity

- (c) 'Later on neither I nor anyone else will be interested in the musings of a thirteen-year-old schoolgirl.' How is this statement considered to be ironic in the light of what happened later to these 'musings?' Elaborate, with reference to the text. 2

Ans. Anne's thoughts and outpourings of her feelings onto her diary during the time of the Holocaust are a mature record of that period. It went on to become one of the world's most

widely read books, and was even adapted for films and theatre productions.

- (d) How would you correctly describe the phrase 'getting things off one's chest?' 1

Ans. To talk about something which has been worrying you.

2. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend.

- (a) What has been highlighted by Anne Frank in the following admission?

No, on the surface I seem to have everything, except my one true friend.

Choose the most suitable option. 1

- (i) Her desire for everything.
- (ii) Her emotional awareness about her needs.
- (iii) Anne's perception of her freedom.
- (iv) Anne's desperation for more caring people in her life.

Ans. (ii) Her emotional awareness about her needs.

- (b) Fill in the blank with the correct word from the bracket. 1

Non-fiction writers have written about the life of Anne Frank. Their texts can be termed as (biographies/memoirs)

Ans. biographies

- (c) What were the things Anne had been blessed with before they were forced into hiding from the Nazis? Elaborate, with reference from the text. 2

Ans. Anne had been blessed with a good home, and a loving, close-knit family which consisted of her loving parents, an elder sister, many friends, and loving aunts. She was very attached to her grandmother. Anne was also blessed to get a good education.

- (d) How had Anne supplemented her need for her 'one true friend'? 1

Ans. Anne had supplemented her need for her one true friend by starting a diary which she had named 'Kitty'.

3. To enhance the image of this long-awaited friend in my imagination, I don't want to jot down the facts in this diary the way most people would do, but I want the diary to be my friend, and I'm going to call this friend 'Kitty'.

- (a) For what reason did Anne call the image of the friend in her imagination 'long-awaited?' 1

Ans. Anne called the image of the friend in her imagination 'long-awaited' because she had been waiting for a long time to find a 'true' friend.

- (b) What effect does Anne's naming of her diary have on the reader?

... I want the diary to be my friend, and I'm going to call this friend 'Kitty'.

Choose the most suitable option. 1

- (i) It reminds one of Anne's longings for a lost pet.
- (ii) It gives the text a sense of intimacy.
- (iii) It makes the reader doubt Anne's maturity.
- (iv) It gives the reader a sense of the period when Anne was writing her diary.

Ans. (ii) It gives the text a sense of intimacy.

- (c) Anne gave her diary a name. Elaborate on the reasons why she did so. 2

Ans. Anne dearly wanted a 'true' friend she could share her thoughts with. But till she found one, she decided that her diary would be her confidant. So to give this long-awaited friend an identity, and make it easy to communicate with, Anne christened her diary, 'Kitty'.

- (d) Fill in the blank with the correct word from the bracket. 1

A word would correctly substitute 'enhance' in the given sentence from the extract: 'To enhance the image of this long-awaited friend...' is (magnify/upgrade).

Ans. magnify

4. I get along pretty well with all my teachers. There are nine of them, seven men and two women. Mr Keesing, the old fogey who teaches maths, was annoyed with me for ages because I talked so much. After several warnings, he assigned me extra homework.

- (a) What was the extra homework assigned to Anne as punishment? 1

Ans. As punishment, Anne had to write an essay.

- (b) Fill in the blank with the correct word from the bracket. 1

Mr Keesing made Anne write about chatterboxes to (encourage/punish).

Ans. encourage

- (c) What do we learn about Anne from the 'extra homework' she had to do? Elaborate, with reference to the text. 2

Ans. Being a gifted and creative writer, Anne argued her case of being a chatterbox with great intelligence and logic. She cheekily blamed her mother for passing on her talkative streak, which made her teacher laugh at her sharp wit.

- (d) What does the following reveal about Anne?

I get along pretty well with all my teachers. Choose the most suitable option. 1

- (i) She was very popular student and classmate.
- (ii) She was aware of her bond with her teachers.
- (iii) She enjoyed compliance in the classroom.
- (iv) She was a people-pleaser.

Ans. (ii) She was aware of her bond with her teachers.

5. He read the poem to the class, adding his own comments, and to several other classes as well. Since then I've been allowed to talk and haven't been assigned any extra homework. On the contrary, Mr Keesing's always making jokes these days.

(a) What does one learn about Mr Keesing from the following information?

He read the poem to the class, adding his own comments, and to several other classes as well.

Choose the most suitable option. 1

- (i) He was creative because he could think of unusual essays for his subject.
- (ii) He was funny because he shared humorous poetry with his students.
- (iii) He was very sporting because he could laugh at himself.
- (iv) He was faithful because he did not let students talk in class.

Ans. (ii) He was funny because he shared humorous poetry with his students.

(b) Fill in the blank with the correct word from the bracket. 1

Anne Frank's humorous representation of Mr Keesing can be described as a (satire/irony).

Ans. satire

(c) What points did Anne keep in mind while writing her essay? Elaborate with reference to the text. 2

Ans. Anne thought about the subject before she started writing. She did not want to ramble, or leave big spaces between words. Instead she wanted to come up with convincing points to prove the necessity of talking. She managed to write three pages to support her argument.

(d) What change did Anne's response to punishment bring about in Mr Keesing? 1

Ans. Mr. Keesing became a more amusing teacher as a result of Anne's creative response to his punishment.

B. Answer the following questions in 40–50 words each. 3

1. Why did Anne provide a brief sketch of her life before writing her first diary entry?

Ans. Anne felt that no one would understand a word of what she wrote in her entry if she were to plunge in it straightaway. So she thought she should provide a brief sketch of her life as an introduction before she started writing her entries.

2. Give a brief description of Anne's family.

Ans. Anne describes her father as the most adorable father she has ever seen. Her mother, Edith Hollander Frank, was eleven years younger than him. Her sister, Margot, was born in Frankfurt in 1926. Anne was born on 12 June 1929. She lived in Frankfurt until she was four. Her father emigrated to Holland in 1933 and her mother followed in September the same year. Margot and Anne were sent to Aachen to stay with their grandmother. Margot went to Holland in December, and Anne followed in February the following year.

3. Why does Anne say that teachers are the most unpredictable creatures on earth?

Ans. According to Anne, a quarter of her class should not be allowed to go to the next form because they are dummies, but probably many of them will be promoted. That is why she says that teachers are the most unpredictable creatures on earth.

4. How did Anne justify her habit of talking in the first essay?

Ans. In the first essay, Anne argued that talking is a student's trait and that she would do her best to keep it under control. However, she would never be able to cure herself of the habit as her mother talked a lot too, and she had inherited the trait from her mother.

5. How was Anne's third essay different from the first two?

Ans. Anne's third essay was written in verse. It was also a joke on the character of Mr Keesing.

It told the story of a father swan who bit his ducklings to death because they quacked too much. The father swan was no doubt none other than Mr Keesing.

C. Answer the following questions in 100–120 words each. 6

1. Anne says that teachers can be most unpredictable. How is this observation borne out by what happens by the end of the chapter?

Ans. At the beginning of the chapter, Anne calls Mr Keesing 'the old fogey who teaches maths'. He is annoyed by Anne's talking in class and as punishment gives her extra homework to do. The first two essays are on the topic of a chatterbox. Anne argues well and humorously, and Mr Keesing has a good laugh when he reads them. However, when Anne continues talking, he gives her a challenging topic: 'Quack, Quack, Quack, Said Mistress Chatterbox'. By now, Anne has nearly exhausted her ingenuity on the topic of chatterboxes. So she does something different. She writes a story in verse about a father swan who bites his baby ducklings to death because they quack too much. Mr Keesing is able to understand the analogy right away. Quite unlike the 'old fogey', he reads the poem out to the class and to other classes as well. He changes to the extent that he begins to crack jokes. Mr Keesing thus proves Anne's observation that teachers are most unpredictable.

2. Describe the classroom scene Anne talks about at the beginning of her diary entry.

Ans. Anne describes the class as being nervous about their results. There is to be a meeting of the teachers which will decide which students are to go up to the next class and which are the ones to be kept back. Half the class is making bets about who will be promoted. Anne and her friend GN laugh at the two boys sitting behind them who have staked

their entire holiday savings on their bet. The whole day there was talk of 'You're going to pass', 'No, I'm not', 'Yes, you are', 'No, I'm not'. Even Anne's angry outbursts and her friend's pleading glances cannot calm the class down.

3. How does Mr Keesing change from being an old fogey to being a person who likes cracking jokes?

Ans. At the beginning of her diary entry Anne describes Mr Keesing as the old fogey who teaches maths. He is annoyed with Anne for being talkative in class. As punishment he gives her extra homework to do. He asks her to write an essay on the topic of a chatterbox. In the essay Anne argues that talking a lot is a common trait among students. Moreover, her mother was talkative as well, so in her case, talking too much is also an inherited trait. Mr Keesing has a good laugh when he reads it, but when she does not stop talking, he assigns her a second essay on 'An Incurable Chatterbox'. Anne submits the essay but does not stop talking. Mr Keesing then gives her an unusual topic for an essay: 'Quack, Quack, Quack, Said Mistress Chatterbox'. Quite exhausted of ideas on the topic of chatterboxes, Anne writes a poem this time about a father swan who bites his baby ducklings to death because they quack too much. Mr Keesing is able to catch the joke right away. Rather than being upset, he enjoys it a lot. He reads out the poem to the class and to other classes as well. Thereafter, he allows Anne to talk, and takes to cracking jokes all the time.

4. While in hiding, Anne often visualizes about living a normal life after the War ends.

As Anne, write a diary entry in which you record your thoughts about the time when life would be normal again.

Ans. Prinsengracht 263

12th June 1943

It's been a year since we moved into this attic.

Life is tough for all of us. Living in secrecy like this is suffocating and all the adults are so driven by anxiety that they are often curt and crabby. I am glad to have Peter as my friend here but I do hope the War ends soon and we can get back to living a normal life again. I miss my school and friends so much. Imagine spending the lovely spring and summer holed up in this attic. I dream of being out under the blue skies, walking with my best friend in the lovely garden across the street. I hope the day comes soon when we can all get out of here and live fearlessly. The news on the radio tells me that the Allies are inching closer and the word going around is that the Reichstag will be overtaken and the Nazi rule will end soon. I pray it happens soon.

5. Imagine a conversation between Anne Frank and Bholi regarding their experiences at school. Their impression of the teacher could be a focal point.

Ans. Bholi: I really am fond of school. It is where I experience the best of my life from day to day.

Anne Frank: Me too! My best friends are in my class. I even like my teachers, though they don't care much for my talkativeness!

Bholi: Are they good teachers?

Anne: Yes, they all do teach very well. I know teachers are unpredictable, but I get along with them.

Bholi: My teachers in school opened my eyes to the world. I like my home too, but I knew nothing, could read nothing before I was taken to school by my father. I'm grateful to him for letting me have an education.

Anne: I just don't like maths. And Mr Keesing, who teaches us maths, is an odd fellow, even less predictable than the average teacher. But he can be a dear too, when he's in a good mood.

Bholi: I like reading more than anything. When I first learnt to put words and images together, it felt like I could do and say anything. I can't tell you how that feels.

Anne: Oh, I felt something like that the first time I tried writing poetry with my friend Sanne. She's so good with anything that rhymes.

Bholi: I wish I had the confidence to write poetry. But I'm fine just reading it.

Anne: You can do both! I don't think you can write anything good without loving reading.

Bholi: Hmm, maybe I should try.

Anne: Yes! Let's take a look at this poem I came across recently.

5. Glimpses of India

Part I: A Baker from Goa

≡ Practice Questions ≡

(Page 49)

A. Read the extracts given below and answer the questions that follow. 5

1. Those eaters of loaves might have vanished but the makers are still there. We still have amongst us the mixers, the moulders and those who bake the loaves. Those age-old, timetested furnaces still exist. The fire in the furnaces has not yet been extinguished. The thud and jingle of the traditional baker's bamboo, heralding his arrival in the morning, can still be heard in some places.

- (a) How is the following possible?

Those eaters of loaves might have vanished, but the makers are still there.

Choose the most suitable option. 1

- (i) The recipes for baking the famous loaves of bread are still being used by Portuguese people.

- (ii) The Portuguese taught the local Indians how to make their famous loaves before they left India.
- (iii) The recipes for baking these loaves were passed down through generations and therefore they are still available.
- (iv) The makers of these famous loaves still live on in the memory of the people who have eaten these famous loaves.

Ans. (iii) The recipes for baking these loaves were passed down through generations and therefore they are still available.

- (b) Why was the bamboo stick an integral part of the traditional baker's paraphernalia? 1

Ans. He used it as a support while walking long distances.

- (c) With reference to the text, describe a typical day in the life of a 'pader.' 2

Ans. The baker visited the houses in the village at least twice a day. He set out in the morning on his selling round, with bread bangles for the children, carrying his basket on his head. He returned later in the day after emptying his huge basket.

- (d) Fill in the blank with the correct word from the bracket. 1

The tone of the extract is one of
(yearning/wistfulness).

Ans. wistfulness

- 2. The jingling thud of his bamboo woke us up from sleep and we ran to meet and greet him. Why was it so? Was it for the love of the loaf? Not at all. The loaves were bought by some Paskine or Bastine, the maid-servant of the house! What we longed for were those bread-bangles which we chose carefully. Sometimes it was sweet bread of special make.

- (a) Why did the baker come early in the morning to deliver the bread to the family? 1

Ans. The baker came early in the morning to deliver the bread to the family because it was freshly made.

- (b) What did the children ignore in order to do the following?

The jingling thud of his bamboo woke us up from sleep and we ran to meet and greet him.

Choose the most suitable option. 1

- (i) They skipped eating their breakfast.
- (ii) They refused to bathe in the mornings.
- (iii) They did not finish drinking their tea.
- (iv) They forgot to brush their teeth.

Ans. (iv) They forgot to brush their teeth.

- (c) What was the relationship of the children with the baker who visited their house? Elaborate with reference to the text. 2

Ans. The baker was an integral part of their childhood. The children would run to him when they heard the jingles of his stick. They enjoyed the simple joy of choosing the bread bangles that he specially brought for them.

- (d) Fill in the blank with the correct word from the bracket. 1

The children chose the bread-bangles carefully which showed their
(fondness/pride) for the baked goods.

Ans. fondness

- 3. Marriage gifts are meaningless without the sweet bread known as the *bol*, just as a party or a feast loses its charm without bread. Not enough can be said to show how important a baker can be for a village.

- (a) What can we infer about a wedding in Goa during the days of the Portuguese? 1

Ans. It was essential for the hosts to serve a special sweet bread to the wedding guests.

- (b) What does the author suggest in the following line?

Not enough can be said to show how important a baker can be for a village.

Choose the most suitable option. 1

- (i) There was not much to say about the baker's importance.
- (ii) A lot more could be said about his prominence.
- (iii) One should not say much about the baker.
- (iv) Less said was the better in the case of the baker.

Ans. (ii) A lot more could be said about his prominence.

- (c) Why was the baker such an important member of the village? Elaborate with reference to the text. 2

Ans. The baker was the daily provider of the loaves that each family in the village consumed, and also helped make occasions special with various breads and cakes made for the festivities. He had a special relationship with all his customers.

- (d) Fill in the blank with the correct word from the bracket. 1

The baker was an (eternal/integral) part of village life.

Ans. integral

4. The baker usually collected his bills at the end of the month. Monthly accounts used to be recorded on some wall in pencil. Baking was indeed a profitable profession in the old days. The baker and his family never starved.

- (a) Who usually kept the monthly accounts of the baker? 1

Ans. In all likelihood, the lady of the house kept the monthly accounts of the baker.

- (b) What does the following indicate about the relationship between the baker and his clients?
The baker usually collected his bills at the

end of the month.

Choose the most suitable option. 1

- (i) The clients received their salaries at the end of month.
- (ii) There was an understanding between both parties.
- (iii) The baker was too shy to ask for it every day.
- (iv) The clients did not wish to pay the baker daily.

Ans. (ii) There was an understanding between both parties.

- (c) Why was baking considered a profitable business in the old days? Elaborate with reference to the text. 2

Ans. The business of baking was controlled by the baker in the village. He sold various kinds of breads in each house, usually twice a day, and baked all the bakery items on all festivities. All this guaranteed him a good sum of money.

- (d) Fill in the blank with the correct word from the bracket. 1

Others knew that the baker and his family never starved since they all looked (plump/pretty).

Ans. plump

B. Answer the following questions in 40–50 words each. 3

1. What heralded the arrival of the baker in the mornings?

Ans. The baker's bamboo, a specially made bamboo staff, heralded his arrival in the mornings. It made a thudding and jingling sound that woke everyone up.

2. How many times did the baker come during the day? Why?

Ans. The baker used to come at least twice during the day. The first time was in the morning when he did his round selling the bread, and the second time when he returned after emptying his basket.

3. Why did the children not care to brush their teeth or wash their mouths when the *pader* came in the mornings?

Ans. The children not care to brush their teeth or wash their mouths when the *pader* came in the mornings because they would be too excited about the bread-bangles and sweet bread that the baker brought for them.

4. What were the dresses that the Goan baker wore?

Ans. The Goan baker wore a peculiar dress known as the *kabai*. It was a long frock that reached down to the knees. During the author's childhood, bakers wore a shirt and trousers which were a little longer than half pants.

5. How did the *pader* and his family look? Why is a person with a plump physique compared to a baker?

Ans. The *pader* and his family looked happy and prosperous. Their plump physique was testimony to it. It is for this reason that a person with a plump physique is compared to a baker.

C. Answer the following questions in 100–120 words each. 6

1. Write a note on the importance of the *pader* in the Goan community.

Ans. The baker is an important figure in the Goan community. From meeting the daily needs of each family in the village to being an essential part of special occasions, his bread is a common and indispensable feature. Marriage gifts are meaningless without the sweet bread known as the *bol*. A party or a feast loses its charm without his bread. Sandwiches have to be prepared on the occasion of a daughter's engagement. Cakes and *bolinhas* are a must for Christmas as well as other festivals. Thus, the baker and his furnace are absolutely essential in the Goan village.

2. What memories of the baker does the author have from his childhood?

Ans. The author has very fond memories of the baker from his childhood. He says that the baker used to be their friend, companion and guide. He used to come at least twice a day. Once, when he set out in the morning on his selling round, and then again when he returned after emptying his huge basket. The jingling sound of his bamboo used to wake the children up from sleep and they would run to meet and greet him. They would crowd around his basket of bread, looking for bread-bangles. Sometimes, the baker brought sweet bread of special make for them. The baker wore a shirt and pants that went a little below the knees. He was a plump figure and would always look happy and prosperous.

3. The baker played a huge role in Goan society at the time of Portuguese. Write a letter to your friend justifying the given statement.

Ans. New Delhi,
17 February 20XX.

Dear Lipika,

I want to share my thoughts regarding the role of the baker in Goan society at the time of the Portuguese. The baker played a huge role at the time. The presence of a baker's furnace was absolutely essential in the village. Marriage gifts were meaningless without the *bol*, and no party or feast was complete without bread. Sandwiches had to be prepared by the lady of the house for her daughter's engagement. Cakes and *bolinhas* were a must for Christmas and other festivals. A baker's wares were so much in demand that people did not mind spending money on buying his 52 goods. As a result, he enjoyed a good, steady income and never starved. He, his family, and even his servants looked happy and prosperous.

Please also share your thoughts regarding the role of the baker.

Regards
Aurinama.

Part II: Coorg

≡ Practice Questions ≡

(Page 56)

A. Read the extracts given below and answer the questions that follow. 5

1. Coorg, or Kodagu, the smallest district of Karnataka, is home to evergreen rainforests, spices and coffee plantations. Evergreen rainforests cover thirty per cent of this district. During the monsoons, it pours enough to keep many visitors away. The season of joy commences from September and continues till March. The weather is perfect, with some showers thrown in for good measure. The air breathes of invigorating coffee.

- (a) Apart from coffee, which other fragrance would one expect to get while walking through a plantation in Coorg. 1

Ans. Fragrance of spices

- (b) What does the following statement reveal about tourism in Coorg?

The season of joy commences from September and continues till March.

Choose the most suitable option. 1

- (i) Tourism takes place during the monsoon season.
- (ii) Winter is the best time to visit Coorg.
- (iii) The season of joy is an ideal time to visit Coorg.
- (iv) The season of joy is the only period when tourists are allowed to explore Coorg.

Ans. (iii) The season of joy is an ideal time to visit Coorg.

- (c) For what reasons is Coorg described as 'a slice of heaven' in the text? Write your answer with reference to the extract. 2

Ans. Coorg is blessed with natural beauty. Evergreen forests grow over a large part of the misty hills. Besides this, the air is fresh,

and the weather is perfect for a large part of the year. The hillsides are also dotted with spice and coffee plantations.

- (d) Fill in the blank with the correct word from the bracket. 1

The correct explanation for the (idiosyncrasy/idiom) 'thrown in for good measure' is the act of adding more along with something what is already there.

Ans. idiom

2. Coorgi homes have a tradition of hospitality, and they are more than willing to recount numerous tales of valour related to their sons and fathers. The Coorg Regiment is one of the most decorated in the Indian Army, and the first Chief of the Indian Army, General Cariappa, was a Coorgi.

- (a) What can a visitor to a Coorgi home expect the conversation to be about? 1

Ans. Conversation around tales of valour related to the men of the family is to be expected since their martial men are often a part of the highly decorated Coorg Regiment of the Indian Army.

- (b) What can one infer from the following statement?

The Coorg Regiment is one of the most decorated in the Indian Army, and the first Chief of the Indian Army, General Cariappa, was a Coorgi.

Choose the most suitable option. 1

- (i) Most Army Chiefs are from Coorg.
- (ii) General Cariappa was appointed as the first Chief of the Indian Army since he was Coorgi.
- (iii) Most soldiers in the Indian Army are from Coorg.
- (iv) The Coorg Regiment has several members who have been given medals for their contributions.

Ans. (iv) The Coorg Regiment has several members who have been given medals for their contributions.

(c) What is the theory behind the martial spirit of the Kodavus? Elaborate with reference from the text. 2

Ans. The fiercely independent people of Coorg are thought to be of Greek descent. It is believed that a part of Alexander's army settled in this area, married amongst the locals, and it is this martial streak that Coorgis exhibit even till today.

(d) Fill in the blank with the correct word from the bracket. 1

..... (Genealogy/Ethnography), as found in this text, is the systematic study of individual cultures and societies.

Ans. Ethnography

3. The most laidback individuals become converts to the life of high-energy adventure with river rafting, canoeing, rappelling, rock climbing and mountain biking. Numerous walking trails in this region are a favourite with trekkers.

(a) Which of following are the trekkers unlikely to come across?

Numerous walking trails in this region are a favourite with trekkers.

Choose the most suitable option. 1

(i) The river Kaveri flowing down the hills.

(ii) Elephants being bathed and scrubbed by their mahouts.

(iii) Birds, bees, and butterflies flying around

(iv) Tigers hiding behind bushes and long grass.

Ans. (iv) Tigers hiding behind bushes and long grass.

(b) Fill in the blank with the correct word from the bracket. 1

The term 'laidback individuals' refers to people who are (irresponsible/relaxed).

Ans. relaxed

(c) What are the factors that encourage all visitors to become physically active once they come to Coorg? Write your answer with reference to the text. 2

Ans. The pleasant weather of Coorg, with its fresh mountain air, encourages outdoor activities. There are a number of outdoor activities offered, which include water sports as well as mountain climbing. Sight-seeing, fishing, as well as walking around the hills, are also enjoyed.

(d) What is one thing the writer is nervous about meeting while out on the hills? 1

Ans. The writer is nervous about meeting a wild elephant.

4. The climb to the Brahmagiri hills brings you into a panoramic view of the entire misty landscape of Coorg. A walk across the rope bridge leads to the sixty-four-acre island of Nisargadhama. Running into Buddhist monks from India's largest Tibetan settlement, at nearby Bylakuppe, is a bonus. The monks, in red, ochre and yellow robes, are amongst the many surprises that wait to be discovered by visitors searching for the heart and soul of India, right here in Coorg.

(a) What gives Coorg its misty landscape? 1

Ans. Coorg's altitude gives its misty landscape.

(b) How has the presence of Buddhist monks been described by the author, apart from it being a 'bonus'?

Running into Buddhist monks from India's largest Tibetan settlement, at nearby Bylakuppe, is a bonus.

Choose the most suitable option. 1

- (i) It has been defined as laidback.
- (ii) It has been described as a surprise.
- (iii) It has been called noteworthy.
- (iv) It has been labelled as a fulfilling spiritual experience.

Ans. (ii) It has been described as a surprise.

- (c) In what ways does the writer find the 'heart and soul of India' in Coorg? Write your answer with reference to the text. 2

Ans. In Coorg, the writer finds a oneness of a mix of various cultures, signifying the unity in diversity of India. The Coorgis themselves are considered to have Greek ancestry. And in the solitude of the hills, far from northern India, he finds a settlement of Buddhist monks.

- (d) Fill in the blank with the correct word from the bracket. 1

A word would correctly substitute 'bonus' in the given extract is (reward/incentive)

Ans. incentive

B. Answer the following questions in 40–50 words each. 3

1. Why does the author call Coorg a piece of heaven?

Ans. The author calls Coorg a piece of heaven because of its natural beauty. It has rolling hills, evergreen rainforests, spices and coffee plantations. Coffee estates and colonial bungalows tucked under tree canopies add to the beauty of the place.

2. What kind of people are the Coorgis?

Ans. The Coorgis are a proud race of martial men and beautiful women. They are a very hospitable people. They are always willing to recount tales of valour related to their sons and fathers.

3. Would you say that the river Kaveri is the lifeline of the animal life in Coorg? Give reasons.

Ans. The river and its environs teem with animal life. Mahaseer, a large freshwater fish, abounds in the river. Kingfishers dive for their catch in its waters, while squirrels and langurs drop partially eaten fruit into the river to enjoy the splash and ripple effect in the clear water. Elephants enjoy being bathed and scrubbed in the river by their mahouts.

4. What is the story behind the notion that the people of Coorg are descended from the Greeks?

Ans. According to the story, a part of Alexander's army moved south along the coast and settled in Coorg when their return became impractical. They married the local people, and their distinct culture is apparent in the martial traditions, marriage and religious rites, which are different from mainstream Hindu practices.

5. What are the places of tourist attraction in and around Coorg?

Ans. The Brahmagiri hills in Coorg offer a panoramic view of the misty landscape of Coorg. The sixty-four-acre island of Nisargadhama can be reached by a rope bridge from the mainland of Coorg. Nearby, in Bylakuppe, there is the largest Tibetan settlement in India, where monks in red, yellow and ochre robes can be seen.

C. Answer the following questions in 100–120 words each. 6

1. Describe the climate and natural beauty of Coorg.

Ans. Coorg is a land of rolling hills which is described by the author as a 'piece of heaven'. It is the smallest district of Karnataka and home to evergreen rainforests, spices and coffee plantations. The river Kaveri, which obtains its water from the hills and forests of Coorg, teems with animal life. The Brahmagiri hills offers a panoramic view of the entire misty landscape of Coorg. The weather in Coorg is perfect from September till March, and

the invigorating smell of coffee pervades the air. During the monsoons, there are heavy downpours which keeps many visitors away.

2. What are the two theories about the descent of the people of Coorg?

Ans. It is believed that the people of Coorg are possibly of Greek or Arabic descent. According to one theory, a part of Alexander's army moved south along the coast and settled in Coorg when a return became impractical. They married the local people, and developed a distinct culture of their own. Their martial traditions, marriage and religious rites are different from the mainstream Hindu culture. The theory of Arab origin draws support from the long, black coat with an embroidered waist-belt worn by the Kodavus. Known as *kuppia*, it resembles the *kuffia* worn by the Arabs and Kurds.

3. From your reading of the chapter, write a note on all the things that visitors can do in Coorg.

Ans. Coorg is a land of natural beauty and spices and coffee plantations. The forests, hills and river of Coorg offer visitors many exciting things to do. They can enjoy seeing the birds, squirrels and langurs that play along the river, and the elephants being bathed and scrubbed by their mahouts. One can do river rafting, canoeing, rappelling, rock climbing and mountain biking. There are numerous walking trails in this region which are a favourite with trekkers. One can climb up the Brahmagiri hills to get a panoramic view of the misty landscape of Coorg. Visitors can go to the sixty-four-acre island of Nisargadhama by crossing a rope bridge from the mainland. At Bylakuppe, which is situated nearby, one can see India's largest Tibetan settlement.

4. Write a speech detailing some of the distinct qualities of the people of Coorg. You can cite details from the text.

Ans. We know that the Coorgis are famous for their valour because the Coorg Regiment is one of the most decorated in the Indian Army. The first Chief of the Indian Army was General Cariappa, a Coorgi. Coorgis are very fond of recounting tales of valour about their sons and fathers. Even now, Kodavus are the only people in India to carry arms without a licence. The Coorgis are adventure-loving and enjoy such activities as river rafting, canoeing, rappelling, rock climbing, mountain biking and trekking.

5. Keeping in mind the details in the text on Coorg, create an attractive and informative brochure for their Department of Tourism. Mention the various places one can explore in Coorg, as well as what one may learn from their interactions with the people of Coorg.

Ans. Coorg is an arresting experience for the adventurous traveller, replete with warm hospitality, authentic traditions, and glorious landscapes. This region of Karnataka, also known as Kodagu, is home to the Kodavas, a community that equally values martial power and graceful culture. Their fabled Greek or Arab origins underlay a rich contemporary culture; one may here sample their delicious food or marvel at their graceful customs and attire.

Rivers course between the famed coffee plantations and hills of Coorg, and harbour the famous mahseer, elephants, and other wildlife. More adventurous tourists can delight in such activities as river rafting and rappelling, or simply lose themselves on the trails winding around the verdant terrain. Mild, generally moist weather is the final touch, providing relief to those escaping other climes.

You will surely be enraptured by Coorg and these attractions. The people and the land welcome you in the hope that you will bless them with as much happiness as you find here.

Part III: Tea from Assam

≡ Practice Questions ≡

(Page 62)

A. Read the extracts given below and answer the questions that follow. 5

1. "Give us two cups," Pranjol said. They sipped the steaming hot liquid. Almost everyone in their compartment was drinking tea too. "Do you know that over eighty crore cups of tea are drunk every day throughout the world?" Rajvir said. "Whew!" exclaimed Pranjol. "Tea really is very popular."

- (a) What was the relationship between Pranjol and Rajvir? 1

Ans. They were classmates at school.

- (b) How did the two boys spend their time on the train?

"Whew!" exclaimed Pranjol. "Tea really is very popular."

Choose the most suitable option. 1

- (i) Rajvir read a book on tea cultivation and Pranjol read one about detectives.
- (ii) Pranjol slept throughout, and Rajvir looked out of the window at the fields.
- (iii) Pranjol read a detective story and Rajvir looked out at the beautiful scenery.
- (iv) They both read books and sipped tea while chatting about the forthcoming trip.

Ans. (iii) Pranjol read a detective story and Rajvir looked out at the beautiful scenery.

- (c) Why did the two boys react differently to the sight of the tea gardens? Write your answer with reference to the text. 2

Ans. It was Rajvir's first visit to Assam, and he was fascinated by the beautiful scenery. He had never seen so much greenery before. But Pranjol didn't share the same excitement because he had been born and brought up on a plantation.

- (d) Fill in the blank with the correct word from the brackets. 1

Rajvir saw tiny doll-like figures plucking (fruits/leaves) from tea bushes.

Ans. leaves

2. "Tell me another!" scoffed Pranjol. "We have an Indian legend too. Bodhidharma, an ancient Buddhist ascetic, cut off his eyelids because he felt sleepy during meditations. Ten tea plants grew out of the eyelids. The leaves of these plants when put in hot water and drunk banished sleep.

- (a) What can we assume about Pranjol's reaction to Rajvir's previous story from the word 'scoffed'? 1

Ans. He did not believe Rajvir's story.

- (b) What does one mean by term 'legend'?

"Tell me another!" scoffed Pranjol. "We have an Indian legend too."

Choose the most suitable option. 1

- (i) It is a traditional story typically involving supernatural beliefs or events.
- (ii) It is a traditional story, sometimes popularly regarded as historical, but not authenticated.
- (iii) It is a story that features magic, enchantments, and mythical fanciful creatures.
- (iv) It is a fictional story, and always leads to teaching a particular moral lesson.

Ans. (ii) It is a traditional story, sometimes popularly regarded as historical, but not authenticated.

- (c) What information did Rajvir give Pranjol about tea while on the train? Elaborate with reference to the text. 2

Ans. Rajvir knew the number of cups of tea consumed everyday in the world. He also proceeded to tell Pranjol about the legends

of the Chinese emperor as well as the Indian ascetic who are credited with discovering tea.

- (d) Fill in the blank with the correct word from the brackets. 1

According to the other legend which Rajvir narrated, tea had been discovered (intentionally/accidentally).

Ans. accidentally

3. "Tea was first drunk in China," Rajvir added, "as far back as 2700 B.C.! In fact words such as tea, 'chai' and 'chini' are from Chinese. Tea came to Europe only in the sixteenth century and was drunk more as medicine than as beverage." The train clattered into Mariani junction. The boys collected their luggage and pushed their way to the crowded platform.

- (a) Why had the boys come to Assam? 1

Ans. Rajvir had been invited by Pranjol to visit his home in Assam during the summer holidays.

- (b) Which other word would correctly substitute 'clattered,' in the given sentence?

The train clattered into Mariani junction.

Choose the most suitable option. 1

- (i) Rushed
- (ii) Rattled
- (iii) Clashed
- (iv) Hurtled

Ans. (ii) Rattled

- (c) What surprising information about the connection of tea with China did Rajvir give to his friend? Write your answer, with reference to the extract. 2

Ans. According to Rajvir's information, tea had been discovered accidentally by the Chinese, and consumed as a beverage there as far back as 2700 B.C. He even explained that the origin of the Hindi word 'chai,' was actually Chinese.

- (d) Fill in the blank with the correct word from the brackets. 1

Rajvir had read up about tea and therefore,

he knew about certain (historical/mythical) facts.

Ans. historical

4. "This is the second-flush or sprouting period, isn't it, Mr Barua?" Rajvir asked. "It lasts from May to July and yields the best tea."

"You seem to have done your homework before coming," Pranjol's father said in surprise.

"Yes, Mr Barua," Rajvir admitted. "But I hope to learn much more while I'm here."

- (a) What work did Pranjol's father do on the tea-estate? 1

Ans. Pranjol's father was the manager of a tea-garden in Upper Assam.

- (b) What does the following question reveal?

"This is the second-flush or sprouting period, isn't it, Mr Barua?"

Choose the most suitable option. 1

- (i) He had done a project on tea estates.
- (ii) Pranjol had given him the information.
- (iii) He had read up about tea harvesting.
- (iv) He had visited a tea-estate earlier.

Ans. (iii) He had read up about tea harvesting.

- (c) Prior knowledge about a place can definitely enrich a travel experience. In what ways had Rajvir come prepared for his visit to Assam? Elaborate with reference to the text. 2

Ans. In order to enjoy his first experience in Assam, Rajvir had read extensively about its tea industry. He had also picked up various bits of information about tea cultivation and so could relate to the sights he saw on the way.

- (d) Fill in the blank with the correct word from the brackets. 1

Rajvir saw the workers (packing/plucking) the new leaves from the bushes.

Ans. plucking

B. Answer the following questions in 40–50 words each. 3

1. In which city does Rajvir live? Where is he and Pranjol going?

Ans. Rajvir lives in Delhi. He and Pranjol were going to the Dhekiabari Tea Estate in Assam.

2. Why is Pranjol not very excited when Rajvir points out a tea garden to him?

Ans. Pranjol is not very excited when Rajvir points out a tea garden to him because he had been born and brought up on a tea plantation. Assam has the largest concentration of tea gardens in the world, and Pranjol had seen enough tea gardens to last him a lifetime.

3. What information had Rajvir gathered about the discovery of tea?

Ans. From his reading, Rajvir had gathered that no one really knows who discovered tea, but there are many legends surrounding it. There is one legend which says that a Chinese emperor accidentally discovered tea while boiling water. Another legend is about the Indian Buddhist ascetic Bodhidharma who cut off his eyelids, out of which grew tea plants.

4. Describe all that Rajvir saw when they entered the Dhekiabari Tea Estate.

Ans. When they entered the Dhekiabari Tea Estate, Rajvir saw acre upon acre of tea bushes on either side of the gravel road. The bushes were all neatly pruned to the same height. Groups of tea-pluckers, with bamboo baskets on their backs and wearing plastic aprons, were plucking the newly sprouted leaves. Rajvir also saw a tractor pulling a trailer-load of tea leaves.

5. What is meant by 'second flush'?

Ans. By 'second flush' is meant the sprouting period. It is the time when new leaves sprout. The period lasts from May to July, and yields the best tea.

C. Answer the following questions in 100–120 words each. 6

1. What was the 'magnificent view' that Rajvir saw out of the train window? Was it similar to what he saw in the Dhekiabari Tea Estate?

Ans. The magnificent view that Rajvir saw out of the train window was that of a tea estate. Against the backdrop of densely wooded hills was a sea of tea bushes. Amidst the orderly rows of the bushes doll-like figures of the tea pluckers moved busily. Dwarfing the tea plants were tall sturdy shade-trees. The view was similar to what Rajvir saw in the Dhekiabari Tea Estate. At Dhekiabari, he saw acre upon acre of tea bushes, all neatly pruned to the same height. Groups of tea-pluckers, with bamboo baskets on their backs, wearing plastic aprons, were plucking the newly sprouted leaves.

2. Rajvir lives in Delhi. He goes to a tea estate in Assam for his vacations. Imagine you are Rajvir. How different would you find Assam compared to Delhi?

Ans. Delhi is a bustling city in the heartland of the country while Assam has hills and valleys with sprawling tea estates. So the landscapes are completely different. The tea estates have orderly rows of tea bushes, neatly pruned, amongst which the tea pluckers move busily, plucking tea leaves. The estates are several acres big. Such a sight is very different from what one finds in Delhi. In Delhi, one would find busy streets full of vehicles, pollution, buildings, with little open space. Assam, especially the areas of the tea gardens, would be uncluttered by buildings. One would find rolling gardens of tea bushes and trees crisscrossed by gravel roads.

3. Each of the three places mentioned in 'Glimpses of India' have their own uniqueness. What do you find different or similar in all three?

Ans. From vivid glimpses of bread-making in coastal Goa to the coffee plantations in the Coorg mountain to tea estates in the undulating plains of Assam, the lesson takes the reader on a virtual tour across India. Apart from the commonality of reference to food as in bread and beverage, the three places share a foreign heritage, namely the Portuguese in Goa to Arabs and Greeks in Coorg and the unmistakable British colonial presence in Assam.

All three places have much to tell about the folklore which is intricately woven with the prevalent culture of the place. When in Goa, one can experience warm Goan hospitality, and a trip to the picturesque Coorg promises endearing interactions with chivalrous Coorgi men and beautiful women. The tea tales of Assam are quite an imaginative 'brew' and together these places afford a microcosmic view of India.

4. Pen down a brief travelogue* entry, narrating any personal impression/s about a visit to Assam. Include your reflections about the differences between the place where you live and the place you've visited.

(*A travelogue is a person's account of a journey to another country or place. It can either be a written report with many factual details or a narrative story about personal impressions and experiences.)

You may begin like this...

As I stepped into the land of lush tea gardens, I was blown away by the pristine beauty and (continue)

Ans. The train rumbled along, dark hills on one side and the grey-blue river on the other, bearing us into Assam through the narrow strip of Indian territory connecting it to West Bengal. Soon, I could see the first of the tea gardens that most associate with Assam, neatly charted by lines of acacias. More vistas

followed: lush rice paddies, imposing teak forests, and hundreds of ponds and rivulets, dotted with fishing boats and bamboo nets and surrounded by water hyacinth.

On alighting, I was struck by the perceptibly gentler pace of life in this part of the country. Even urban areas felt quieter than the metropolis where I live, and the people appeared to be living at their own pace. Their hospitality impressed me, and the cuisine was unlike any other I had sampled on my travels. And, of course, the tea: everyone appeared to be drinking it around the clock!

That night, under a dark sky flecked with stars, I was surrounded by the chirping of crickets and the croaking of frogs, punctuated by the occasional hoot of an owl. I was truly thankful to have ventured to this part of India, and eager for the new experiences I would have here.

6. Mijbil the Otter

≡ Practice Questions ≡

(Page 69)

A. Read the extracts given below and answer the questions that follow. 5

1. Early in the New Year of 1956 I travelled to Southern Iraq. By then it had crossed my mind that I should like to keep an otter instead of a dog, and that Camusfearna, ringed by water a stone's throw from its door, would be an eminently suitable spot for this experiment. When I casually mentioned this to a friend, he as casually replied that I had better get one in the Tigris marshes, for there they were as common as mosquitoes, and were often tamed by the Arabs.

- (a) Why did the narrator feel like doing the following?

By then it had crossed my mind that I should like to keep an otter instead of a dog...

Choose the most suitable option. 1

- (i) He was extremely heartbroken over the death of his pet dog, Jonnie.
- (ii) His home was the same as the natural habitat of an otter's.
- (iii) As a naturalist, he was keen to learn more about otters.
- (iv) Otters were amusing and made playful pets.

Ans. (i) He was extremely heartbroken over the death of his pet dog, Jonnie.

- (b) Fill in the blank with the correct word from the bracket. 1

The phrase 'as common as mosquitoes' found in the extract is a (simile/metaphor).

Ans. simile

- (c) For what reasons did the narrator consider keeping an otter in Camusfearna? Write your answer with reference to the extract. 2

Ans. Maxwell was a naturalist, and was aware that otters were semi-aquatic, and needed a fish diet. He wanted to study about otters, and realised that since his home was on an island, it was an ideal place to keep an otter as a pet.

- (d) What does the term 'a stone's throw' mean? 1

Ans. It means 'a short distance.'

2. For the first twenty-four hours Mijbil was neither hostile nor friendly; he was simply aloof and indifferent, choosing to sleep on the floor as far from my bed as possible. The second night Mijbil came on to my bed in the small hours and remained asleep in the crook of my knees until the servant brought tea in the morning, and during the day he began to lose his apathy and take a keen, much too keen, interest in his surroundings.

- (a) Compared to Mijbil, how had Maxwell's reaction been different when he saw the otter for the first time? 1

Ans. He had immediately felt a strong attachment to the otter.

- (b) What does the following indicate about Mijbil?

For the first twenty-four hours Mijbil was neither hostile nor friendly...

Choose the most suitable option. 1

- (i) He was feeling frightened and helpless.
- (ii) He was feeling abandoned by his family.
- (iii) He was not familiar with the writer.
- (iv) He was not in his natural surroundings.

Ans. (ii) He was feeling abandoned by his family.

- (c) How did Mijbil's attitude towards the narrator change? Write your answer with reference to the extract. 2

Ans. Initially, Mijbil kept a physical distance from the narrator, choosing to sleep on the floor, far from his bed. But the next night, Mijbil had climbed up on the bed and slept in the crook of the narrator's knee till the morning.

- (d) Fill in the blank with the correct word from the bracket. 1

The correct antonym of the word 'hostile' found in the extract is (familiar/friendly).

Ans. friendly

3. I put the miserable Mij back into the box, holding down the lid with my hand.

I sat in the back of the car with the box beside me as the driver tore through the streets of Basra like a ricocheting bullet. The aircraft was waiting to take off; I was rushed through to it by infuriated officials.

- (a) Where had Maxwell gone earlier, leaving Mij in the box? 1

Ans. Maxwell had gone out for a hurried meal.

- (b) What can one infer from the following statement?

I put the miserable Mij back into the box, holding down the lid with my hand.

Choose the most suitable option. 1

(i) Mij was exhausted and injured.

(ii) Mij did not want to be taken anywhere.

(iii) Mij was being forcefully packed in a box.

(iv) Mij hated to leave his home in Basra.

Ans. (iii) Mij was being forcefully packed in a box.

(c) In what condition did the narrator reach the airport to catch the flight to England? 2

Ans. The narrator reached the airport late and in a very harried condition. Maxwell was unhappy because of Mij's condition, and the broken box. The driver had to speed to get them to the airport, where angry officials were waiting to rush them to the waiting aircraft.

(d) Fill in the blank with the correct word from the bracket. 1

The phrase 'like a ricocheting bullet' indicates the (passion/desperation) which propelled Mijbil to escape.

Ans. desperation

4. I took her into my confidence about the events of the last half hour. I have retained the most profound admiration for that air hostess; she was the very queen of her kind. She suggested that I might prefer to have my pet on my knee, and I could have kissed her hand in the depth of my gratitude. But, not knowing otters, I was quite unprepared for what followed.

(a) Why did the narrator do the following?

I took her into my confidence about the events of the last half hour.

Choose the most suitable option. 1

(i) He realised that she was also a lover of animals.

(ii) He saw that she was friendly and kind.

(iii) He was still shaken up by all that had happened.

(iv) He badly felt the need to share his ordeal with somebody.

Ans. (ii) He saw that she was friendly and kind.

(b) Fill in the blank with the correct word from the bracket. 1

Maxwell referred to the airhostess as the 'queen of her kind' because she listened to him (empathetically/sympathetically).

Ans. sympathetically

(c) Rules are often made for keeping people safe. Was it a wise decision to remove Mij from the box? Write your answer with reference to the text. 2

Ans. The airline had been strict in its instructions on how to transport Mij. But out of love and concern, Mij was let out of the box, and he caused utter chaos and frightened the other passengers. Even Maxwell could not control him. This shows that it was unwise of Maxwell to let Mij out of the box.

(d) Which other word would correctly substitute 'profound,' in the given sentence from the extract: 'I have retained the most profound admiration for that air hostess.' 1

Ans. deep / heartfelt

5. Outside the house I exercised him on a lead, precisely as if he had been a dog. Mij quickly developed certain compulsive habits on these walks in the London streets, like the rituals of children who on their way to and from school must place their feet squarely on the center of each paving block...

(a) What can one assume from the narrator's comment given below?

Outside the house I exercised him on a lead, precisely as if he had been a dog.

Choose the most suitable option. 1

- (i) Mijbil was sharp and intelligent like dogs.
- (ii) His playful nature was like that of a dog's.
- (iii) The narrator missed his dog and his rituals with Jonnie.
- (iv) He trusted Mijbil to follow instructions.

Ans. (iii) The narrator missed his dog and his rituals with Jonnie.

- (b) Fill in the blank with the correct word from the bracket. 1

Most people were (cautious/curious) about Mijbil when they saw him on the street.

Ans. curious

- (c) '...precisely as if he had been a dog.' In what ways did the otter's behaviour resemble a dog's? Elaborate your answer with reference to the text. 2

Ans. Mij answered to his name and was most attached to his owner, whose face he muzzled with love. He was even taken for walks on a leash. Mij was friendly and playful, loved to play in water and invented games with his ball.

- (d) Where did Mij most love to run when out for a walk? 1

Ans. Mij would love to run on top of the wall of a school.

B. Answer the following questions in 40–50 words each. 3

1. Who gave the author an otter for a pet? Where was the otter from?

Ans. The author's friend gave him an otter for a pet. The otter was from the marshes of the Tigris river, near the town of Basra in Iraq.

2. Why did the species of otters that Mijbil belonged to come to be known as Maxwell's otter?

Ans. Mijbil belonged to a race previously unknown to science. As a result, he was christened by zoologists *Lutrogale perspicillata maxwelli*, or Maxwell's Otter, after the name of the author, Gavin Maxwell.

3. What characteristic about otters did the author learn from Mijbil?

Ans. The author learnt from Mijbil that otters love to play with water. They do not like water to be kept in one place; it must be made to flow. They love rolling and splashing about in water till the last drop has been used up in this manner.

4. How did Mijbil spend most of his time in Basra? What were the kinds of play he busied himself with?

Ans. Mijbil spent most of his time in play in Basra. He spent hours shuffling a rubber ball round the room like a soccer player. He would lie on his back and juggle with small objects, such as marbles, between his paws. He would roll two or more marbles up and down his belly without ever dropping one to the floor.

5. What happened on the aircraft when Mijbil was let out of the box?

Ans. When Mijbil was let out of the box, he disappeared at high speed down the aircraft. The passengers shrieked, and a woman stood up on her seat screaming 'A rat! A rat!' When the author saw Mij disappearing under the legs of a white-turbaned Indian, he dived to catch him but instead found his face covered in curry.

6. What compulsive habit did Mijbil develop during his walks on the streets of London?

Ans. On his way back home from walks, Mijbil would tug the author to the wall in front of the primary school and jump on to it. He would run its full length, much to the distraction of both the pupils and the staff of the school.

C. Answer the following questions in 100–120 words each. 6

1. Mijbil was intelligent, friendly and stubborn. Justify this statement from what you have read about Mijbil in the chapter.

Ans. Mijbil was a delightful pet, intelligent, friendly as well as stubborn. Within a few days of being with the author, Mijbil had figured out how to open the taps of the bathtub so that he could play in the water. His initial apathy soon turned into friendliness. He would come to the author when he called his name and would follow him without a lead. Mijbil was also stubborn, in the same way as children often are. When kept in the box, he thrashed about till he was quite bloodied and exhausted. In London, on his way back from walks, he would jump on the low wall that ran along the primary school, and gallop at full speed down its length, distracting the students and staff of the school.

2. What kind of a person was the air hostess? Give reasons for your answer.

Ans. The air hostess was a kind and understanding person. When the author confided in her about what had happened in the last half hour before he boarded the flight, she understood how pained the author might be feeling to keep Mijbil in the box at his feet. She suggested that he might prefer to keep Mijbil on his knee. When Mijbil created a commotion by running up and down the aircraft and the author tried in vain to catch him, the air hostess very kindly suggested that he go back to his seat while she found Mijbil and brought it to him.

3. Why did the author dread the prospect of transporting Mijbil to England? Were his fears proved right? Give reasons.

Ans. The author dreaded the prospect of transporting Mijbil to England because the British airline refused to fly animals. The

author had to book a flight to Paris on another airline, and from there to London. The airline insisted that Mij should be packed into a box not more than eighteen inches square, to be carried on the floor at his feet. The author was unsure about this arrangement, and so kept Mijbil in the box an hour before they would leave for the airport to make him accustomed to it. But the result was disastrous. Mijbil thrashed about inside the box in an effort to come out, and injured himself badly.

4. It is human nature to be hostile to something that is new or they are not used to. Discuss this statement with reference to the author's experiences with Mijbil in London.

Ans. In London, when the author would take Mijbil out for walks, he would have to face all kinds of questions as to what kind of an animal Mijbil was. The variety of guesses surprised him – walrus, hippo, bear cub, leopard, and even brontosaurus. However, one question came from a particularly hostile person. When a labourer digging a hole in the street saw Mijbil, he put his tools down and stared at him with his hands on his hips. He spat, glared at the author, and then asked 'Here, Mister — what is that supposed to be?' Having never seen such an animal, the person's attitude was one of hostile wariness. It reflects a trait of human nature to be resentful, unwelcoming or even hostile to anything that is new or that which has not been experienced before. The reaction of the labourer to the sight of an otter amply illustrates this.

5. 'He would play for hours with a selection of toys, ping-pong balls, marbles, rubber fruit, and a terrapin shell that I had brought back from his native marshes.'

The author is much amused by his pet otter, Mijbil. As the author, write a letter telling your friend in what other way Mijbil keeps you entertained by his antics.

Ans. Camusfearna

West Highlands

Scotland

18th April 1956

Dear Johnson

I write to you to regale you with all the news about my new pet, an otter, named Mijbil.

I got him as a gift from my friend when I visited Southern Iraq.

Little Mijbil is full of energy and is very playful. Initially he was aloof and remained distant but soon he warmed up to me. You should see him in the water tub! It is his natural habitat and get lost while playing in water. How he splashes and sloshes in the water – one would think there is a hippo in the tub. Smart fellow that he is, he got into the tub on his own the other day and guess what commotion he created? Using his little paws, the little devil managed to turn on the tap knobs and he jumped under the flowing tap only to begin his rowdy game of water splashing! I was impressed and amused in equal measure.

More about Mijbil in my next letter.

Hope you can meet him soon.

Your loving friend,

Gavin

7. Madam Rides the Bus

≡ Practice Questions ≡

(Page 77)

A. Read the extracts given below and answer the questions that follow. 5

1. She was eight years old and very curious about things. Her favourite pastime was standing in the front doorway of her house, watching what was happening in the street outside. There were no playmates of her own age on her street, and this was about all she had to do.

But for Valli, standing at the front door was every bit as enjoyable as any of the elaborate games other children played. Watching the street gave her many new unusual experiences. The most fascinating thing of all was the bus that travelled between her village and the nearest town.

- (a) Why did a young girl like Valli feel this way? The most fascinating thing of all was the bus that travelled between her village and the nearest town.

Choose the most suitable option. 1

- (i) She had never seen a bus before in her village.
- (ii) It connected her village to an exciting mysterious world.
- (iii) The bus looked very attractive and its passengers happy.
- (iv) It was the only mode of transport to and from the village.

Ans. (ii) It connected her village to an exciting mysterious world.

- (b) Valli's maturity can be gauged from her patient observation of the world around her. Do you agree? Justify your response. 1

Ans. Valli is certainly mature for her age since her observational skills appear to be quite developed.

- (c) Valli watched the street every afternoon. Elaborate on the reasons why she did this with reference to the extract. 2

Ans. Valli was a curious child, and while her mother slept every afternoon, she had nothing else to do but watch the busy street outside her house. Besides, she had no playmates on her street, but to her watching was far more entertaining than playing games.

- (d) Fill in the blank with the correct word from the brackets. 1

We can infer that Valli was (observant/friendly) from the given extract.

Ans. observant

2. Valli would stare wistfully at the people who got on or off the bus when it stopped at the street corner. Their faces would kindle in her longings, dreams, and hopes. If one of her friends happened to ride the bus and tried to describe the sights of the town to her, Valli would be too jealous to listen and would shout, in English: "Proud! Proud!"

- (a) Why did Valli feel encouraged by the passengers' faces?

Valli would stare wistfully at the people who got on or off the bus when it stopped at the street corner.

Choose the most suitable option. 1

- (i) The excitement about their experience was reflected on their faces.
- (ii) The anticipation of a journey brought them down.
- (iii) The tiredness from their travelling showed on their visage.
- (iv) The frustration of their visit to the town was palpable.

Ans. (i) The excitement about their experience was reflected on their faces.

- (b) Fill in the blank with the correct word from the bracket. 1

A word would correctly substitute 'jealous,' in the given sentence from the extract: 'Valli would be too jealous to listen' is (envious/ enmity).

Ans. envious

- (c) 'Proud! Proud!' Why do you think Valli did not know the meaning of this word? Explain with reference to the text. 2

Ans. Valli was a young, simple girl who lived in a village. She, along with her friends, spoke in their mother tongue, and used the English word 'Proud' for anything that met with their disapproval. It was used as a slang word, and that too used incorrectly.

- (d) What does Valli's exclamation – "Proud! Proud!" – reveal about her? 1

Ans. It reveals that she was a young, innocuous child who had not yet learnt how to conceal her jealousy.

3. It was the slack time of day, and there were only six or seven passengers on the bus. They were all looking at Valli and laughing with the conductor. Valli was overcome with shyness. Avoiding everyone's eyes, she walked quickly to an empty seat and sat down.

"May we start now, madam?" the conductor asked, smiling. Then he blew his whistle twice, and the bus moved forward with a roar.

- (a) What was the 'slack time of the day?' 1

Ans. It was afternoon.

- (b) Why did the conductor address Valli in a manner seen in the following sentence?

"May we start now, madam?" the conductor asked, smiling.

Choose the most suitable option. 1

- (i) Because he was humouring her because of her haughty attitude.
- (ii) Because she was pretending to be much older than she was.
- (iii) Because he treated all his lady passengers with respect.
- (iv) Because she insisted he address her as 'Madam' only.

Ans. (ii) Because she was pretending to be much older than she was.

- (c) 'Then he blew his whistle twice, and the bus moved forward with a roar.' What feelings would have risen in Valli's heart at this time? Write your answer with reference to the text. 2

Ans. At this moment, Valli must have felt a burst of anticipation, excitement, as well as a bit of nervousness, at the start of her long-awaited journey. She might have also been pleased with herself for having carried out her plan so successfully.

- (d) Fill in the blank with the correct word from the brackets. 1
Valli felt (abandoned awkward) amongst the adult passengers.

Ans. awkward

4. Her first journey — what careful, painstaking, elaborate plans she had had to make for it! She had thriftily saved whatever stray coins came her way, resisting every temptation to buy peppermints, toys, balloons, and the like, and finally she had saved a total of sixty paise. How difficult it had been, particularly that day at the village fair, but she had resolutely stifled a strong desire to ride the merry-go-round, even though she had the money.

- (a) What was remarkable about Valli's 'careful, painstaking, elaborate plans?' 1

Ans. Valli had made them all by herself, even though she was only eight years old.

- (b) Why did Valli decide to ride the bus by herself?

Her first journey — what careful, painstaking, elaborate plans she had had to make for it!

Choose the most suitable option. 1

- (i) The ticket was expensive, and she could not afford another one for anyone else.
- (ii) She did not want to share the thrill of the experience with anyone else.
- (iii) She had no friends and so did not ask anyone else to come along.
- (iv) She knew her mother would not agree to take her to the city.

Ans. (i) The ticket was expensive, and she could not afford another one for anyone else.

- (c) What do we learn about Valli from how she collected money for her trip? Write your answer with reference to the text. 2

Ans. Valli collected the money for the bus journey over many months. Not once did she give up her goal, and she remained steadfastly focussed in achieving her dream. She showed

immense will-power and determination each time she sacrificed a pleasure to save the money.

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'stifled' from the extract: '...she had resolutely stifled a strong desire...' is synonymous with (suppressed/choked).

Ans. suppressed

5. "Isn't that the same cow that ran in front of the bus on our trip to town?" she asked the conductor.

The conductor nodded, and she was overcome with sadness. What had been a lovable, beautiful creature just a little while ago had now suddenly lost its charm and its life and looked so horrible, so frightening as it lay there, legs spreadeagled, a fixed stare in its lifeless eyes, blood all over...

The bus moved on. The memory of the dead cow haunted her, dampening her enthusiasm. She no longer wanted to look out the window.

- (a) How did the dead cow look to Valli? 1

Ans. The dead cow looked horrible and frightening to Valli.

- (b) What had been Valli's first reaction in the context mentioned below?

What had been a lovable, beautiful creature just a little while ago...

Choose the most suitable option. 1

- (i) She had been nervous seeing the frightened cow.
- (ii) She had laughed and asked the driver to honk at it.
- (iii) She had laughed until there were tears in her eyes.
- (iv) She had been thrilled when the young cow felt frightened.

Ans. (iii) She had laughed until there were tears in her eyes.

- (c) After this incident, why did Valli not want to look out of the window? Write your answer with reference to the extract. 2

Ans. After seeing the dead cow, Valli lost interest in the scenery, and felt haunted and disturbed by its memory. She was scared that she might see some other depressing sight again. Her young mind was also trying to process the unpredictability of death.

- (d) Fill in the blank with the correct word from the brackets. 1

The memory of the dead, young cow (persisted/possessed) in Valli's mind.

Ans. persisted

B. Answer the following questions in 40–50 words each. 3

1. How did Valli gather information about the bus that plied between her village and the town?

Ans. Over many days and months, Valli listened carefully to conversations between her neighbours and the people who regularly used the bus. She also asked a few discreet questions here and there. This way she gathered the information she needed about the bus that plied between her village and the town.

2. Describe the bus that Valli took a ride on to go to town.

Ans. The bus that Valli took a ride on to go to town was a new one. It was painted a gleaming white with green stripes on the sides. Inside, the overhead bars shone like silver. In front of the bus, above the windshield, was a beautiful clock. The seats were soft and luxurious.

3. Why did Valli stand up on her seat? Why did the elderly man ask her to sit down?

Ans. Valli stood up on her seat because she could not see outside the window as its lower part was covered by a canvas blind. The elderly man asked her to sit down because Valli could

hurt herself if the bus took a sharp turn or hit a bump.

4. What did Valli think of the old woman on the bus? How did she answer the old woman's questions?

Ans. Valli found the old woman on the bus quite repulsive – the woman had big holes in her ear lobes which had ugly earrings. Betel juice threatened to spill over any time from her mouth. Valli answered the old woman's questions curtly. She asked the woman not to bother about her as she could take care of herself.

5. How did Valli save the money to pay for her bus fare?

Ans. Valli thriftily saved whatever stray coins came her way. She resisted every temptation to buy peppermints, toys, balloons, and the like. Even at the village fair, she resolutely curbed her desire to ride the merry-go-round even though she had the money to enjoy the ride.

6. Valli refused the conductor's offer of a cold drink. What does this tell you about Valli?

Ans. This tells us that Valli was fiercely independent. She truly regarded herself as a grown-up who does not need any help or special consideration by others. Valli did not have the money to buy the drink for herself, and she did not want the conductor to pay for her drink either.

C. Answer the following questions in 100–120 words each. 6

1. How did Valli prepare for her first bus journey? What does it tell you about Valli?

Ans. Valli prepared for the bus journey over many days and months. She saved every penny she could get, and resisted the many temptations that came her way to buy peppermints, toys, balloons, or enjoy rides at the fair. She listened carefully to conversations of people who had taken a ride on the bus, and gathered all the relevant information she required, such as the

fare or the distance from the village. Valli calculated the time that the journey would take to and from the town so that there was no room for any error. Valli's preparation tells us that she is meticulous about what she does. She is able to plan thoroughly and carry out what she plans flawlessly.

2. Valli says to her mother, "I was just agreeing with what you said about things happening without our knowledge." What can Valli be thinking of when she says this?

Ans. Valli is thinking of her excursion to the town and back. She had planned the trip for months without anybody's knowledge. She had asked discreet questions about the bus ride, listened carefully to people talk about the journey, and scrimped and saved money to be able to ride the bus to town one day. And when she had collected the money for the fare, she had quietly slipped out of the house when her mother was napping and boarded the bus. She had completed her trip to the town and back successfully without her mother's knowledge, which is why she agrees with her statement.

3. The author says of Valli that she didn't want her mother or aunt to understand her smile. What can the author mean by this?

Ans. When Valli returns home and butts into the conversation that her mother is having with her aunt, her aunt calls her a chit of a girl who behaves as though she were a grown lady. At this Valli smiles to herself, for she has indeed done a very 'grown-up' thing – she has travelled alone on the bus to town and back to the village. Maybe, Valli is also reminded of what the conductor of the bus called her – 'a very grown-up madam'. She does not want her mother or aunt to understand her smile because she does not want them to know what she has done. She wants to keep her little bus ride a secret.

4. 'Sitting down, she looked to see who had spoken. It was an elderly man who had

honestly been concerned for her, but she was annoyed by his attention. "There's nobody here who's a child," she said haughtily. "I've paid my thirty paise like everyone else." The conductor chimed in. "Oh, sir, but this is a very grown-up madam..."

Valli didn't like the way adults treated her during her bus journey. Describe how you feel and react when adults treat you in certain ways you do not like.

Ans. Valli felt very important and grown-up riding the bus all by herself. The conductor joked about it and the adults in the bus too found her attitude amusing. But Valli, who had taken so much trouble in calculating and planning for this trip was offended by their mocking. Very often, I too have been in a similar situation. I too sometimes feel irritated when elderly people treat me like a child. I understand their concern.

Every child wants liberty and freedom to do things as they like. I am no exception to this. I also feel irritated and annoyed when I am told to do certain things in the manner my parents like it to be done.

While travelling with my parents, there is a list of Dos and Don'ts. This often irritates me. I feel myself as a grown-up child and feel some liberty should be given. I like to have ice-cream and sweets.

Even going out with my friends, I have to seek permission from my parents and also provide them the complete itinerary. This often irks me. I also have strict deadlines as to when to be home, and no cajoling or pleading helps. I do understand that like other parents, they too are overly protective of me out of concern for my safety.

5. Compare Valli's enthusiastic bus-ride and Rajvir's keen comments on the tea gardens of Assam. What do we learn about children's outlooks through these two characters? Examine the texts and provide evidence to support your answer.

Ans. Children often travel with great energy and enthusiasm, engaging with all they encounter on their way and focusing on every fresh sight. Valli's first trip by bus is precisely such a world-opening experience. She notes every element of the landscape and is quite possessed in her interactions with the other, adult passengers on the bus. Rajvir, when he travels to Assam with his classmate Pranjal, is similarly wonderstruck by new locations and sights. Crucially, he has prepared beforehand by reading thoroughly about the region and about tea, its primary agricultural product; this indicates a curious, intelligent mind. Valli sets out on the bus more to assert her independence. She is also a curious young child, but yearns to move beyond her home, family, and personal innocence, and venture into new spaces where she can encounter the unfamiliar.

8. The Sermon at Benares

≡ Practice Questions ≡

(Page 85)

A. Read the extracts given below and answer the questions that follow. 5

1. These sights so moved him that he at once went out into the world to seek enlightenment concerning the sorrows he had witnessed. He wandered for seven years and finally sat down under a peepal tree, where he vowed to stay until enlightenment came.

- (a) What is the name of the Prince referred to in the extract? 1

Ans. Prince Siddhartha Gautama

- (b) Which quality of the Prince is revealed in the following sentence?

He wandered for seven years and finally sat down under a peepal tree, where he vowed to stay until enlightenment came.

Choose the most suitable option. 1

- (i) Desperation

- (ii) Determination

- (iii) Impatience

- (iv) Fastidiousness

Ans. (ii) Determination

- (c) What dramatic changes took place in the life of the prince after he saw the Four Sights? 2

Ans. Overnight the young Prince was transformed completely. He left his wife and son, and his royal life, and became a beggar. He went out into the world, and wandered around for seven years, seeking enlightenment concerning the sorrows he had witnessed.

- (d) Fill in the blank with the correct word from the brackets. 1

The Prince's abandonment of privilege in order to pursue enlightenment shows how (complacent/committed) he was towards his goal.

Ans. committed

2. At that point he became known as the Buddha (the Awakened or the enlightened). The Buddha preached his first sermon at the city of Benares, most holy of the dipping places on the River Ganges...

- (a) What does change in the Prince's name indicate?

At that point he became known as the Buddha (the Awakened or the Enlightened).

Choose the most suitable option. 1

- (i) The Prince's loss of privileges as well as his kingdom.
- (ii) The Prince's renunciation of his spiritual inheritance.
- (iii) His post-enlightenment identity – that of a spiritual leader.
- (iv) His renunciation of his physical autonomy.

Ans. (iii) His post-enlightenment identity – that of a spiritual leader.

- (b) What did the Prince's 'enlightenment' entail? 1

Ans. The Prince had been seeking knowledge

about the sorrows that plague humanity. 'Enlightenment' provided him with the answers he sought.

- (c) What was the significance of the Buddha giving his sermon at the city of Benares? 2

Ans. It was apt that the Buddha delivered his first sermon after becoming enlightened on the banks of the holy Ganges. It was here – in this river – that mortal remains of the followers of Hinduism were immersed, showing that all humans were subject to death.

- (d) Fill in the blank with the correct word from the bracket. 1

The Buddha (delivered/announced) his first sermon at the city of Benares.

Ans. delivered

3. Poor Kisa Gotami now went from house to house, and the people pitied her and said, "Here is mustard seed; take it!" But when she asked, "Did a son or daughter, a father or mother, die in your family?" they answered her, "Alas! the living are few, but the dead are many. Do not remind us of our deepest grief."

- (a) Infer the reason behind the people's reaction to Kisa Gotami's quest.

Poor Kisa Gotami now went from house to house, and the people pitied her...

Choose the most suitable option. 1

- (i) The dead in every house were less than the living.
- (ii) She had lost her child and was grieving.
- (iii) There was no house in which someone had not died.
- (iv) She could not take mustard seeds from any house.

Ans. (ii) She had lost her child and was grieving.

- (b) Fill in the blank with the correct word from the bracket. 1

Buddha wanted Kisa Gotami to (transmit/comprehend) that death is inevitable and comes to every human being.

Ans. comprehend

- (c) How did the death of her son drive her to lose her senses? Write your answer with reference to the text. 2

Ans. When Kisa Gotami's only son died, she was grief-stricken. She carried her dead child to all her neighbours, asking them for medicine to cure her son. She even believes that the Buddha's miracle medicine would bring him back to life.

- (d) When the Buddha asked Kisa Gotami to do something which would cure her son, how did she feel? 1

Ans. She was filled with joy/hope.

4. "The life of mortals in this world is troubled and brief and combined with pain. For there is not any means by which those that have been born can avoid dying; after reaching old age there is death; of such a nature are living beings.

- (a) What is the tone of the following sentence? The life of mortals in this world is troubled and brief and combined with pain.

Choose the most suitable option. 1

- (i) Patronizing
- (ii) Condescending
- (iii) Sermonizing
- (iv) Appreciative

Ans. (iii) Sermonizing

- (b) Fill in the blank with the correct word from the bracket. 1

Kisa Gotami (transfigures/transforms) from a distraught mother to a woman who comes to terms with death.

Ans. transforms

- (c) In what way does Kisa Gotami undergo a transformation after her experience? Write your answer with reference to the extract. 2

Ans. From a woman who was shattered and maddened by grief at the death of her son, Kisa Gotami changes into a quiet, reflective woman. Her experience teaches her to accept death as inevitable, and something which comes to all.

(d) Where was Kisa Gotami at this time while she was having these thoughts? 1

Ans. Kisa Gotami was sitting at the wayside watching the lights of the city.

5. "Not from weeping nor from grieving will anyone obtain peace of mind; on the contrary, his pain will be the greater and his body will suffer. He will make himself sick and pale, yet the dead are not saved by his lamentation. He who seeks peace should draw out the arrow of lamentation, and complaint, and grief.

(a) Name one thing Buddha had compared mortals with. 1

Ans. Ripe fruits / Earthen vessels

(b) Identify the figure of speech used in the following sentence.

He who seeks peace should draw out the arrow of lamentation, and complaint, and grief.

Choose the most suitable option. 1

(i) Metonymy

(ii) Simile

(iii) Metaphor

(iv) Allusion

Ans. (iii) Metaphor

(c) According to the Buddha, which is the way to achieve peace of mind? Write your answer with reference to the text. 2

Ans. One will not get peace of mind by crying over something one has no control over. In fact, it only adds to one's misery and makes him ill. Instead, one should stay composed. This will make one free from sorrow and be blessed.

(d) Fill in the blank with the correct word from the bracket. 1

The Buddha underscored the (fervour/futility) of lamentation and complaint.

Ans. futility

B. Answer the following questions in 40–50 words each. 3

1. What did Gautama Buddha do after he received enlightenment?

Ans. After he received enlightenment, Gautama Buddha renamed the peepal tree 'Bodhi Tree' or the Tree of Wisdom. He began to teach and share his new understanding, and preached his first sermon in the city of Benares.

2. Why did all the neighbours of Kisa Gotami say that she had lost her senses?

Ans. When Kisa Gotami's only child, her son, died, she was beside herself with grief. She carried her dead child to all her neighbours, asking them for medicine. As the boy was dead, the neighbours said that Kisa had lost her senses.

3. What did the Sakyamuni ask Kisa Gotami to do?

Ans. The Sakyamuni asked Kisa Gotami to bring him a handful of mustard seeds from a house that had not grieved the death of a child, parent, friend or husband.

4. Why did Kisa Gotami think that she had been selfish in her grief?

Ans. When Kisa Gotami went from house to house asking for mustard seeds and enquiring whether they had lost someone they loved, the answer was always yes. Each house said that the number of people who had died in their family was more than those who were still alive. This made Kisa think that she had been selfish in her grief.

5. According to the Buddha, how can one be free from sorrow?

Ans. According to the Buddha, one can be free from sorrow by drawing out the arrow of lamentation, grief and complaint from their life. One who has done this will become

composed and obtain peace of mind. By overcoming sorrow, he shall become free from sorrow, and will be blessed.

C. Answer the following questions in 100–120 words each. 6

1. Write a note on the Buddha's sayings about the nature of life and death.

Ans. According to the Buddha, the life of mortals in this world is troubled and brief. All those who have been born will have to die. No one can avoid this end. Just as ripe fruits fall to the ground, so will all living beings die after reaching old age. To be mortal is to be always in the danger of death. All earthen vessels break in the end, so do the lives of people. No one is spared – young or old, foolish or wise. A father cannot save his son; kinsmen cannot save their kin.

The world is afflicted with death and decay. Therefore, the wise do not grieve, as they are aware of this truth.

2. The author says that the Buddha's first sermon was about 'one inscrutable kind of suffering'. What is that inscrutable suffering? Why is it called 'inscrutable'?

Ans. The inscrutable suffering is death. It is called inscrutable because no one knows how death can be stopped or why it is inevitable. According to the Buddha, there are no means by which those who have been born can avoid dying. Just as ripe fruits must fall to the ground, so will living beings die after reaching old age. As all earthen vessels made by the potter will in the end break, so will the life of all living beings come to an end. The young and the old, the foolish and the wise – all succumb to death. No one can save anyone from dying. The wise therefore do not grieve, as they know death to be an inescapable fact of life. It is called inscrutable because since it is difficult to understand or come to terms with.

3. 'The Buddha preached his first sermon at the city of Benares, most holy of the dipping places on the River Ganges... It reflects the Buddha's wisdom about one inscrutable kind of suffering.'

Imagine that you are one of the many people who heard Buddha's sermon at Benares. After listening to the sermon, you make a note in your diary recording all the wisdom that you have gained.

Ans. River Ganga

Benares

Today has been a great day – a day of awakening for me and entire humanity. I have finally understood the ultimate truth of life.

Death is universal and as true and inevitable as falling off ripe fruit from the tree or the breaking of earthen vessels.

Our life is brief and troubled and we all have to encounter pain and suffering. Therefore, the wise do not grieve nor lament the loss. This only increases the pain of loss.

This has opened my eyes.

It is better to lead life as it comes. Stop grieving and complaining. The wants are unlimited. One has to be at peace with himself. Accept all the pains and sufferings and try to overcome it. This will naturally lead to peace of mind. Peace of mind will help one to overcome all sorrow. We all will be free from sorrow.

Finally, we have to accept the fact that humans are not immortal and all are equal. No one can escape death. This fact has made me a wiser person.

4. Spirituality and religiousness can be enlightening. It can also lead to a loss of faith in fellow humans. In the light of these statements, compare and contrast the spirituality and religiousness found in 'A Letter to God' and 'The Sermon at Benares.'

Ans. Faith is a quality that can move people towards action and achievement, but can also narrow their vision. In grief or misfortune, people generally turn to their faith for solace and any form of relief. When Lencho in 'A Letter to God' loses his crop, he has faith in God, enough to appeal for divine aid through post. Kisa Gotami also makes a similar appeal to the Buddha when she loses her son. Lencho's faith moves the postmaster, showing how deep faith is greatly admired in society. However, when the postmaster secures money to help Lencho, the latter believes he has been cheated, for he receives less money than he had asked for. This raises a contradiction: Lencho has faith in God, but clearly not in his fellow men. The Buddha tests Gotami, and brings her to the realization that loss is inevitable: she alone can free herself from the grasp of her grief. She acquires the knowledge to overcome her loss; the Buddha argues that this is more valuable than the blind faith that Lencho exemplifies.

9. The Proposal

≡ Practice Questions ≡

(Page 94)

A. Read the extracts given below and answer the questions that follow. 5

1. We just get along somehow, my angel, thanks to your prayers, and so on. Sit down, please do... Now, you know, you shouldn't forget all about your neighbours, my darling. My dear fellow, why are you so formal in your get-up!
- (a) For what reason was Lomov 'so formal' in his 'get-up?' 1

Ans. He had come to propose to his neighbour's daughter, Natalya.

- (b) How would one describe Chubukov's tone in the following sentence?

We just get along somehow, my angel, thanks to your prayers, and so on.

Choose the most suitable option. 1

- (i) Disdainful
- (ii) Firm
- (iii) Congenial
- (iv) Insinuating

Ans. Congenial

- (c) What do we learn about nineteenth century Russian society regarding marriage from the meeting of the two neighbours? 2

Ans. During those time, suitors had to take permission from the father of the young lady first. Only if the father considered the suitor wealthy or economically stable, did he give his consent. Wealthy families sought ties amongst themselves in order to increase their estates.

- (d) Fill in the blank with the correct word from the brackets. 1

Chubukov (snaps/laughs) at Lomov when he thinks that the latter had come to borrow money.

Ans. snaps

2. LOMOV: It's cold... I'm trembling all over, just as if I'd got an examination before me. The great thing is, I must have my mind made up. If I give myself time to think, to hesitate, to talk a lot, to look for an ideal, or for real love, then I'll never get married. Brr... It's cold!

- (a) What can we infer about Lomov's state of mind from the first line? 1

Ans. Lomov was very nervous.

- (b) Keeping in mind the following sentence, what can one infer from Lomov's inclination to marry Natalya?

If I give myself time to think, to hesitate, to talk a lot, to look for an ideal, or for real love, then I'll never get married.

Choose the most suitable option. 1

- (i) He needed a wife who was an excellent housekeeper and Natalya fit the bill.

- (ii) He was attracted to Natalya intelligence and humour.
- (iii) He wanted a marriage for practical reasons so that he could have heirs.
- (iv) He was reluctant to invest in the process of finding someone marry for love.

Ans. (iv) He was reluctant to invest in the process of finding someone marry for love.

- (c) What are Lomov's views about marriage? Elaborate with reference to the extract. 2

Ans. For Lomov, marriage was just a practical and convenient decision, which made business sense, and gave him someone to take care of him when he was ill. He did not believe in romance, and neither did he think love was necessary.

- (d) Fill in the blank with the correct word from the brackets. 1

Lomov comes across as a (feeble/frigid) man.

Ans. feeble

3. I shall try to be brief. You must know, honoured Natalya Stepanovna, that I have long, since my childhood, in fact, had the privilege of knowing your family. My late aunt and her husband, from whom, as you know, I inherited my land, always had the greatest respect for your father and your late mother. The Lomovs and the Chubukovs have always had the most friendly, and I might almost say the most affectionate, regard for each other.

- (a) Where are Natalya and Lomov at this time? 1

Ans. Natalya and Lomov are in the drawing room at Chubukov's house.

- (b) What does Lomov try to establish by beginning his proposal using the following submission?

You must know, honoured Natalya Stepanovna, that I have long, since my childhood, in fact, had the privilege of knowing your family.

Choose the most suitable option. 1

- (i) He was a humble yet sophisticated man.
- (ii) He wanted to appear excessively respectable to his future wife.
- (iii) Lomov wanted to remind her the close bonds that the two families had formed over time.
- (iv) Lomov wanted to jog her memory about their childhood romance.

Ans. (iii) Lomov wanted to remind her the close bonds that the two families had formed over time

- (c) Why did Lomov believe that talking about the families would help him in his suit? Write your answer with reference to the text. 2

Ans. Wealthy families sought ties with similar families in order to increase their estates through matrimonial alliances. Therefore, Lomov finds it necessary to point out the equal status and close connections between the two families much before he proposes to her.

- (d) Fill in the blank with the correct word from the brackets. 1

Lomov's tone in the given extract reveals (hesitancy/formality).

Ans. formality

4. NATALYA: [wails] Fetch him!

CHUBUKOV: [yells] He's coming, I tell you. Oh, what a burden, Lord, to be the father of a grown-up daughter! I'll cut my throat I will, indeed! We cursed him, abused him, drove him out; and it's all you... you!

NATALYA: No, it was you!

CHUBUKOV: I tell you it's not my fault. [Lomov appears at the door] Now you talk to him yourself.

- (a) What can we infer about Chubukov's feelings from the sentence 'I'll cut my throat I will, indeed!'? 1

Ans. He is frustrated/irritated/fed-up.

- (b) What do we learn about the father-daughter relationship from the exchange given below?

NATALYA: No, it was you!

CHUBUKOV: I tell you it's not my fault.

Choose the most suitable option. 1

- (i) They were sympathetic towards the other.
- (ii) Both were inclined to shore up more property.
- (iii) They were comfortable accusing each other.
- (iv) They spoke in each other's defence.

Ans. (iii) They were comfortable accusing each other.

- (c) How does Natalya behave when she gets to know that Lomov had come to propose to her? Write your answer with reference to the extract. 2

Ans. Natalya is shocked when she comes to know that Lomov had come to propose to her. She hysterically wails for her father to bring him back quickly, and insists she was ill and dying. She irrationally accuses her father of inciting the quarrel between her and Lomov.

- (d) Fill in the blank with the correct word from the brackets. 1

Chubukov considered his daughter to be 'a burden' because of her
(domestic/marital) status.

Ans. marital

5. LOMOV: And with good reason. The dogs are running after a fox, when Squeezer goes and starts worrying a sheep!

CHUBUKOV: It's not true! My dear fellow, I'm very liable to lose my temper, and so, just because of that, let's stop arguing. You started because everybody is always jealous of everybody else's dogs. Yes, we're all like that! You too, sir, aren't blameless! You no sooner begin with this, that and the other, and all that... I remember everything!

- (a) What are the three characters arguing about? 1

Ans. They were arguing whose dog was better.

- (b) What does the escalation of the argument between Lomov and the father-daughter duo in the given extract underscore?

The dogs are running after a fox, when Squeezer goes and starts worrying a sheep!

Choose the most suitable option. 1

- (i) Their pettiness
- (ii) Their temper
- (iii) Their frivolity
- (iv) Their tenderness

Ans. (i) Their pettiness

- (c) What did the quarrelling of Lomov, Natalya and Chubukov reveal about them? Answer with reference to the text. 2

Ans. Throughout the play, all the three argued continuously over petty issues, hurled abuses at each other, their family members, and their morals. Lomov even threatened Natalya with a law-suit, while Chubukov threatened to shoot him. They all came across as immature and quarrelsome, people.

- (d) Fill in the blank with the correct word from the brackets. 1

Chubukov's words regarding his temper in this extract can be seen as a
(threat/guidance).

Ans. threat

B. Answer the following questions in 40–50 words each. 3

1. When Chubukov goes in to tell Natalya about Lomov's visit, he tells her that a merchant has come for his goods. What does this tell you about Chubukov?

Ans. This tells us that Chubukov is quite insincere and hypocritical. When he learns that Lomov has come to ask for the hand of his daughter, he is overwhelmed with joy. He embraces

and kisses Lomov, and says he is like his son. However, to Natalya, he refers to Lomov as a merchant who has come for his goods. For Chubukov, everything, including love and marriage, is like a business deal.

2. Why does Lomov think it is impossible for him not to marry?

Ans. Lomov thinks so because he is already 35, which is a critical age. He feels he should lead a quiet and regular life as he suffers from palpitations. He is excitable and always getting upset about various things. His sleep is very disturbed. No sooner does he begin to doze off than he feels a pull and jumps like a lunatic.

3. Would you say that Lomov is excessively anxious about his health? Give reasons.

Ans. Lomov is excessively anxious about his health. It forms a major part of the reason why he wishes to marry Natalya, besides getting older. He becomes excitable and suffers from palpitations. While arguing with Natalya and Chubukov, he complains about his foot going to sleep and seeing stars. He even thinks that he is dying.

4. What happens after Chubukov tells Natalya that Lomov had in fact come to propose marriage to her?

Ans. When Chubukov tells Natalya that Lomov had in fact come to propose marriage to her, she falls into a chair and wails hysterically. She asks her father to bring Lomov back, and says that she is quite ill, almost dying.

5. At the end of the play, Chubukov hurries Lomov and Natalya to kiss and accept each other. Why do you think he does that?

Ans. Lomov and Natalya are both belligerent. They have already had two heated arguments – one over Oxen Meadows and the other over whose dog is better. While arguing, they forget the bigger picture – that both wish to be married to each other. So at the end of the play, Chubukov hurries Lomov and Natalya to

kiss and accept each other before they lapse into another argument and sabotage their own marriage.

C. Answer the following questions in 100–120 words each. 6

1. How would you describe the character of Lomov in the play ‘The Proposal’?

Ans. Lomov is a wealthy landowner and neighbour of Stepan Chubukov. He is an over-anxious person who is constantly mindful and worried about the state of his health. It also forms the basis of why he seeks to marry – he needs a wife to regulate his life and take care of him. Lomov is not romantic, for all his wish to marry Natalya. For Lomov, it is a convenient arrangement – Natalya is an excellent housekeeper, well-educated and not bad looking, and therefore, fits what is required of a wife. Lomov is as belligerent as the Chubukovs. He does not refrain from name-calling when he gets angry. In all, Lomov strikes as a rather unmanly and peevish character. If Natalya had opportunities, she might have found a better match for herself than Lomov.

2. ‘The Proposal’ is a play about rich people wanting to marry for economic reasons, overlooking the fact that they do not get along well. Discuss.

Ans. It was common for aristocratic families in nineteenth-century Russia to marry for money. Economic considerations rather than love was the reason for marriage. Chubukov and Lomov are both wealthy landowners. A marriage between the two families would therefore be an advantageous proposition. There are other reasons too – Natalya is past the marriageable age, and Lomov too is at a critical age and keeps poor health. But it is clear that they are not compatible. They fight over petty issues, and their marriage may only aggravate their quarrelling. Yet, this never enters their minds. When Natalya

learns that Lomov had come to propose to her, she wants him back at any cost. Lomov too comes back, notwithstanding the insults he has had to face in her house.

3. What is the theme of the play 'The Proposal' by Anton Chekov?

Ans. 'The Proposal' is about the practice among wealthy families to seek ties with other wealthy families, and thereby increase their estates. Marriage is the major theme of the play. A marriage should make good economic sense. It should also have other practical advantages, such as are foremost on Lomov's and Chubukov's minds. Lomov needs a wife to take care of him and Natalya is grown up and still unmarried. These are the reasons that bring Ivan Lomov to propose to Natalya, and Natalya to lapse into hysterics when she realizes that she has turned him away. Love has no role in such a union. In fact, it is never considered. The fact that Lomov and Natalya do not get along well with each other does not matter either. The most important considerations in a marriage – love and understanding – are in fact the least important for the two families.

4. Make a diary entry of Chubukov at the end of the day, bringing out his dilemma of his daughter to Ivan in spite of their obvious incompatibility.

Ans. 15th July 1889

Chubukov Estates

What a burden it is to be the father of a grown-up daughter! Today has been such a difficult day but I know I have made the right decision in accepting our neighbour's proposal for my only child.

Natalya has many admirable qualities. I almost fainted with joy when Lomov came today to ask for her hand. I have always found

him quite annoying, but today I have happily accepted his proposal. That silly girl fought with him over the most trivial of things, as is her nature, but that foolish man too continued to behave in a stubborn manner. It is quite clear that these two are totally incompatible, and will have a rocky marriage, but it is the perfect alliance for both our families to increase our wealth, and Natalya approves of it.

5. 'Bholi's attitude towards her potential husband can be studied as a sharp contrast against Natalya's changing attitude towards Lomov.' Do you agree with this statement? Rationalize your answer with evidence from the two texts referred to here.

Ans. Bholi's entire attitude towards her forthcoming marriage and her husband-to-be is one of resignation, as her low status in her family and as a woman in her social milieu make her own will irrelevant. This is a great contrast to the situation in 'The Proposal': the three characters are all involved in an intense clash of wills. Natalya has the freedom to abuse Lomov, but when she learns of his proposal, can immediately decide to entertain it. Bholi has no such privilege with regard to Bishamber Nath's proposal and is not even asked about it by her parents. In both cases, the significance of social and economic status in marital arrangements is clear to see. Natalya, being a moneyed gentlewoman, can deal with Lomov as an equal of her own class. Bholi takes a life-altering decision when she refuses to go through with the wedding. She can do so only because of the sense of personal autonomy she has gained through her education, and by ignoring social norms of honour and women's place in the social order.

1. Dust of Snow

≡ Practice Questions ≡

(Page 99)

A. Read the extracts given below and answer the questions that follow. 5

1. The way a crow
Shook down on me
The dust of snow
From a hemlock tree

- (a) Discuss the contrasting visual imagery found in the given lines. 1

Ans. In the given lines we find the poet offering a sharp visual contrast between the snow-covered hemlock tree and the black crow.

- (b) Select the option that applies the same rhyme scheme as the lines of the given extract. 1

- (i) To Nature she did bow,
And decided to grow,
A little sakura plant,
When the sun rays began to slant.

- (ii) Suddenly it was very cold,
And even the brave and bold,
Shivered in the breeze,
That left none at ease.

- (iii) The wind went, "Hoooo, hoooo!"
The sun was nowhere to be found,
And she said, "Shooo, shooo!"
Since to the plant she was bound.

- (iv) And then the sun said, "Aloha!"
And she leapt and cried, "Sakura!"
For the plant had survived,
Nay, it had fought and thrived.

Ans. (iii)

- (c) The poet has used a simple rhyme scheme in this poem. What is the overall impact it has on the poem? 2

Ans. The simple rhyme scheme used in this poem, *abab cdcd*, establishes a sharp contrast with the profundity of the poetic persona's reflection. This rhyme scheme underscores the sincerity of the poetic persona's confessional tone.

- (d) Fill in the blank with one word. 1

The poetic persona is showered with a dust of snow which makes the scene look

Ans. idyllic/ magical/ picturesque

2. Has given my heart
A change of mood
And saved some part
Of a day I had rued.

- (a) Complete the following suitably. 1
The poetic persona's 'change of mood' confirms that

Ans. human emotions are mutable and fleeting.

- (b) On what kind of a note does the poem end? Select the correct option. 1

- (a) Submission
(b) Optimism
(c) Dissatisfaction
(d) Serendipity
(e) Acceptance

- (i) (a) and (c) (ii) (b) and (d)

- (iii) (d) and (c) (iv) (b) and (e)

Ans. (iv) B and E

- (c) Does this poem end on a positive note? Justify your answer. 1

Ans. This poem ends on a positive note because the poetic persona admits that the unexpected dust of snow had altered his mood for the better. Earlier, he had been feeling morose.

- (d) Crows are rarely mentioned in sentimental or philosophical poems, yet one finds a central place in Frost's poem. Comment. 2

Ans. It is interesting to note that a humble crow finds a central place in Frost's poem. Through the unusual inclusion of the crow, poet explores and underscores how mundane and everyday creatures and occurrences can have a profound impact on a human heart.

B. Answer the following questions in 40–50 words each. 3

1. What does the crow symbolize in the poem?

Ans. The crow symbolizes bad omen and fear in the poem. It signifies that something bodes ill for the poet. That the crow is perched on a hemlock tree makes the circumstances all the more ominous.

2. The poet sits under a hemlock tree. What does this suggest about the mood of the poet?

Ans. The hemlock is a poisonous tree. It has associations of doom or death. That the poet sits under the hemlock tree suggests that the poet is in a despairing and suicidal frame of mind.

C. Answer the following questions in 100–120 words each. 6

1. Write a note on the symbolism used in the poem 'Dust of Snow'.

Ans. 'Dust of Snow' is a seemingly short and simple poem, but is really deeply philosophical. The meaning of the poem is understood through the symbolism it employs. The poet sits under a hemlock tree. A crow perched on the tree shakes down on the poet the snow settled on the tree. This simple act uplifts the poet's mood and stops him from ruining the day. The crow symbolizes bad omen and fear while the hemlock tree is poisonous, and therefore, carries connotations of death. The poet sitting under a hemlock tree signifies his state of despair which could lead to self-destruction and death. The crow forebodes this tragic eventuality. However, the dust of snow that showers down on the poet saves

him. The fresh snow shakes the poet out of his gloom and makes him see life in a new way. He comes out of despair and looks at the rest of the day with hope rather than regret. The poem makes us realize the life-giving and positive effects that simple actions and gestures have on our lives.

2. As simple a thing as a shower of snow brings the poet out of his dejection and despair. What does this tell you about life and how we respond to it?

Ans. Life is a complex rigmarole of people, emotions and situations that can sometimes go haywire. When such a thing happens, we plunge into shock and despair. We regret our actions and circumstances. If unhelped, such a mental state can lead us to the point of no return. However, it is not always something big that has to come to our aid. Small actions and gestures can work miracles. In the poem too, the poet is on the brink of hopelessness when a sudden shower of snow from above shakes him out of his gloom. He feels new hope and life surge back into him. He no longer regrets his circumstances but is ready to face them with renewed vigour and optimism.

2. Fire and Ice

≡ Practice Questions ≡

(Page 102)

A. Read the extracts given below and answer the questions that follow. 5

1. Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire.

- (a) As per the lines given, why does the poetic persona favour fire? 1

Ans. The poetic persona favours the elemental fire because they had experienced the effect of desire.

- (b) What associations does the poet make with fire? 1

Select the correct option.

- A. Desire B. Chaos
C. Renewal D. Destruction
E. Rebirth
(i) C and E
(ii) Only B
(iii) A and D
(iv) B and C

Ans. (iii) A and D

- (c) Complete the following suitably. 1
The two passions mentioned in this poem are

Ans. desire and hatred.

- (d) Does the poet arrive at a clear conclusion regarding his preference at the end of this poem? 2

Ans. The poet arrives at the conclusion that ice would be as effective as fire if the world was to end twice. It is not an admission of unambiguous preference of one over the other.

2. But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

- (a) What is the rhyme scheme in the given stanza? 1

Ans. *ababa*

- (b) Select the option that applies the same rhyme scheme as the lines of the given extract. 1

- (i) The lonely little blue beast,
From the lush, green east,
Was westward bound,
When he found,
A glen where there was a feast.
(ii) There, little stout boys and

Little stout girls had
Started a very merry band.
They danced giddy-glad
And clasped each hand.

- (iii) They danced to the left,
And they swayed to the right.
The clouds soon gathered,
But their moods were unbothered,
Till they spotted the beast.
(iv) And then there was screaming,
And weeping, and running,
And the beast stood still, in shock.
With the glen abandoned,
And the beast was alone again.

Ans. (ii)

- (c) Fill in the blank with one word. 1
The poet's attitude towards the world, regarding its end, is one of

Ans. indifference/ apathy/ disregard

- (d) List and discuss any two similarities between the two poems by Frost that are a part of the syllabus. 2

Ans. Frost's 'Dust of Snow' and 'Fire and Ice' are both brief poems that ponder upon human experiences. In both poems, Frost uses contrasting elements. In 'Dust of Snow', there's a visual contrast between the black crow and the white of the snow. In 'Fire and Ice' oppositional elements like fire and ice, and passions like desire and hatred, establish contrast.

B. Answer the following questions in 40–50 words each. 3

1. In the poet's opinion, how will the world end? Why does he think so?

Ans. In the poem, the poet presents two ideas about how the world will end. The earth could be consumed by fire or freeze to death in the absence of the sun. This echoes the scientific debate during the time. In the

poem, the poet uses it to symbolize human emotions. According to him, the world will be destroyed by greed and desire. However, if it were to perish a second time, hate would equally destroy it. The poet thinks so because he has experienced both unbridled desire and cold hatred, and knows that both would suffice to destroy the world.

2. Why do you think the poet compares hate to ice and not fire?

Ans. Hate is the opposite of love. Love is associated with warmth. Hate, on the other hand, is bereft of warmth and is inimical to all that is life-giving. It is cold and unemotional. That is why the poet compares hate to ice and not fire.

C. Answer the following questions in 100–120 words each. 6

1. Write a note on the metaphors used in the poem to denote desire and hate? Comment on the choice of the metaphors.

Ans. The poem uses the metaphor of ice for hate, and fire for desire. The metaphors are taken from an ongoing scientific debate about what could cause the end of the world. The earth could be consumed by its own fiery core, or be incinerated by an increasingly hot sun. Conversely, it could be frozen to death by the sun growing colder and colder. The poet extends this debate to the emotional plane. He equates fire with greed and desire, and ice with hate. He thinks the world will be destroyed by unbridled desire. However, if it were to perish a second time, hate would also destroy the world.

2. It is strange that the poet thinks desire, and not hate, to be the primary reason for the destruction of the world. Do you agree with the poet? Give reasons.

Ans. I agree with the poet. Desire can take many forms. It makes us ambitious. It makes us covet what is not ours. It makes us greedy for more. Desire can plunge the world into an

unhealthy race of who has the most resources and power. Hate is more obvious – it can be seen, felt and recognized. But desire is latent. It is often hidden and can work in insidious ways. Hate is usually directed at a particular entity. But desire and greed are pervasive emotions that can dictate all our actions, however small or big.

3. A Tiger in the Zoo

≡ Practice Questions ≡

(Page 106)

A. Read the extracts given below and answer the questions that follow. 5

1. He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws,
Terrorising the village!

- (a) Fill the blank with one word. 1
Besides his fangs and claws, the tiger also terrorizes the villages with his

Ans. snarling.

- (b) For what reason would the tiger enter the village at the jungle's edge? 1

Ans. The tiger would enter the village to look for food.

- (c) Select the option that applies the same rhyme scheme as the lines of the given extract. 1

(i) The librarian opened the doors,
To find that the books were gone.
He wondered what could have happened
Since the lights seemed to be on.

(ii) The day shone through the roof,
Which was further proof,
That something had entered,
And had wilfully plundered.

(iii) Not a book to hold,
He was brought to tears.
He was ninety, very old,
And had been working for years.

- (iv) Then he heard a whisper,
And then another and one more.
His grave loss he bore,
Knowing it was futile to be sore.

Ans. (i)

- (d) Comment on the poet's use of literary devices in this stanza. 2

Ans. The poet has painted the image of a dangerous animal through vivid imagery and by using words such as 'terrorising,' which immediately create a picture of fear. Besides this, the use of the rhyme scheme *abcb*, echoes the rhythmic pattern of the tiger's movement in the cage.

2. But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.

- (a) Identify the qualities of the language used in the extract. 1

Select the correct option.

- (a) Concise (b) Emotive
(c) Crisp (d) Silly

(e) Plain

- (i) Only (b)
(ii) (a) and (c)
(iii) (b) and (c)
(iv) (c), (d) and (e)

Ans. (iii) (b) and (c)

- (b) What is the significance of describing what the cell was constructed of, and what picture does it give of the tiger? 2

Ans. In order to keep the strong, powerful animal in captivity, the zoo had made a small, special cell to imprison him. It had to be made with concrete and have strong bars so that he could not break it and escape to freedom.

- (c) Complete the sentence suitably. 1
Visitors come to the zoo to see the tiger

.....
Ans. out of curiosity.

- (d) Identify the type of imagery used in these lines. 1

Ans. Visual imagery

B. Answer the following questions in 40–50 words each. 3

1. Give a brief description of the tiger as he was in the jungle.

Ans. The tiger was an animal to be feared in the jungle. The vivid stripes on his body, his brilliant eyes and stealthy movements made him a fearful and unpredictable creature. He lurked in the shadows, waiting to pounce on the unsuspecting deer. He terrorized the village at the jungle's edge, snarling around the houses, baring his fangs and claws.

2. Why would the tiger 'lurk' in the shadows near the watering hole?

Ans. The tiger would lurk in the shadows near the water hole to lay in wait for the plump deer to pass. The tiger would 'lurk' because he does not want the deer to be aware of his presence. He wants to spring on the deer and take him by surprise.

3. Mention four phrases from the poem that describe the physical appearance of the tiger.

Ans. The four phrases that describe the physical appearance of the tiger are 'vivid stripes', 'white fangs', 'pads of velvet' and 'brilliant eyes'.

4. The tiger 'slides' through the long grass. What does this word signify about the movement of the tiger? Write one other word from the poem which suggests the movement of the tiger.

Ans. The tiger 'slides' through the long grass suggests the noiseless and smooth movement of the tiger. The other word from the poem which suggests the movement of the tiger is 'stalks'.

C. Answer the following questions in 100–120 words each. 6

1. How does the tiger feel inside the cage? Quote

phrases or lines from the poem to support your answer.

Ans. The tiger feels angry at being imprisoned; he feels a 'quiet rage'. He feels restless in the cramped cage. He keeps walking around the cell, 'Stalking the length of his cage'. He treats the visitors of the zoo with contempt and ignores them. Perhaps he feels nostalgic about his life in the jungle too. At night, when the last visitors have left and he hears the patrolling cars, he stares at the brilliant stars in the sky. Maybe he reminisces about his night life in the jungle.

2. What are the things that a tiger cannot do imprisoned in a cage that he could do in the jungle?

Ans. Imprisoned in the cage, the tiger can only pace his cramped quarters in quiet rage. In the jungle, he would terrorize the village. He would snarl around the houses and bare his white fangs and claws at humans. But in the cage he ignores them. The tiger knows he is powerless to frighten them now. He would lay in wait in the shadows or slide through the long grass near the watering hole for the plump deer to pass to pounce on him and make him his meal. But in the zoo there are no animals to hunt as there are in the jungle. The tiger remains locked up in a concrete cell.

3. Write a 'character sketch' of the tiger. Base your description on how the tiger behaves inside the cage and outside in the jungle.

Ans. The tiger is caged in a zoo. He paces the cramped cage restlessly. He is enraged at being captured, no doubt through trickery, and kept in a small cage. But he does not give vent to his anger. Perhaps he knows that he is powerless now, and his anger will not release him from captivity. When he was in the jungle, the tiger was an altogether different animal. He would prowl at the jungle's edge and terrorize the village. He would prey on

the plump deer near the watering hole. In the cage, however, the tiger can only ignore the humans. He is disdainful of them. They have trapped him for their recreation. Had the tiger been out of the cage, the situation would have been quite different. At night, the tiger gazes at the stars in the sky. Perhaps he remembers the starlit sky under which he used to roam the jungle, his eyes alight in the darkness just like the light of the stars.

4. How to Tell Wild Animals

≡ Practice Questions ≡

(Page 111)

A. Read the extracts given below and answer the questions that follow. 5

1. If when you're walking round your yard
You meet a creature there,
Who hugs you very, very hard,
Be sure it is a Bear.
If you have any doubts, I guess
He'll give you just one more caress.

- (a) Fill the blank with one word. 1
According to the poet, sometimes you are not even in your own yard.

Ans. safe

- (b) In what possible way would a bear in your yard greet you? 1

Ans. A bear would continue to hold you in a tight grip till he kills you.

- (c) Select the option that applies the same rhyme scheme as the lines of the given extract. 1
- (i) They said goodnight and goodbye,
Knowing well that they meant it,
The war had been raging,
And they said goodbye as fit.
- (ii) They had brought little gifts,
To be remembered by,
No one was hesitant or shy,
There are days when the world shifts.

- (iii) Some weeks feel like ages,
Yet this year felt like a day.
Each hour and minute
Felt, acutely.
- (iv) Each hug, each embrace
Felt full of warmth and grace.
The unknown world ahead,
Could wait till they were dead.

Ans. (ii)

- (d) Comment on the poet's use of humour in these lines. 2

Ans. The poet paints a scenario of danger, but then proceeds to describe the gory killing of the victim in an entertaining manner. The hapless victim, in his last moments, is expected at that time to learn that the bear is not hugging him with affection but is mauling him to death!

2. The true Chameleon is small,
A lizard sort of thing;
He hasn't any ears at all,
And not a single wing.
If there is nothing on the tree,
'Tis the chameleon you see.

- (a) What is strange about adding the chameleon to the list of other wild animals? 1

Ans. The adding of the chameleon is strange because it is the only 'wild animal' which is not dangerous to humans.

- (b) What is the significance of the use of the word "you" used by the poet, and how does this contribute to the overall tone of the poem? 2

Ans. The poet speaks very conversationally to the reader by directly addressing her/him as "you." This gives her/him the exalted role of a well-wisher, who gives her/his readers advice for their knowledge. This adds to the overall 'educative' content and humour of the poem.

- (c) Complete the sentence with the appropriate option. 1

The lines from the poem tell us that a true chameleon can often be mistaken for a

- (i) ear.
(ii) wing
(iii) lizard.
(iv) leaf.

Ans. (iv) leaf.

- (d) What is the tone of this extract? 1

Select the correct option.

- a. Joyful
b. Playful
c. Humorous
d. Heartening
e. Stirring

- (i) Only a.
(ii) a. and b.
(iii) c., d. and e.
(iv) b. and c.

Ans. (iv)

B. Answer the following questions in 40–50 words each. 3

1. How can one tell that one has spotted a chameleon?

Ans. When one can see nothing on the tree, one has spotted a chameleon. This is because the chameleon can camouflage itself by changing its colours to blend in with the colours of the tree.

2. How can a bear be identified? What common expression in English does it remind you of?

Ans. A bear can be identified by the way in which it hugs you. If it hugs very, very hard, it is a bear. The common expression in English that it reminds us of is 'bear hug'.

3. How can you distinguish a leopard from a tiger?

Ans. The leopard has spots on its body while the tiger has stripes. The leopard leaps at its prey, and leaps again and again as the prey roars with pain. The tiger simply catches its prey and eats it up.

4. Write the idioms that these two lines from the poem 'How to Tell Wild Animals' suggest: 'Hyenas come with merry smiles; But if they weep they're Crocodiles.'

Ans. The idioms are: 'Laugh like a hyena' and 'Shed crocodile tears.'

C. Answer the following questions in 100–120 words each. 6

1. What is the poem 'How to Tell Wild Animals' about? Do you think it really does what it says in the title? Give reasons.

Ans. The poem 'How to Tell Wild Animals' is about the ways in which we can identify wild animals. But the ways suggested in the poem are too dangerous to follow. For example, to tell an Asiatic lion from the other animals, you have to see if it roars as you are dying in its clutches. The Bengal tiger can be identified if he eats you up. A creature is a bear if it hugs you really hard, which in fact, is the way a bear attacks. A hyena laughs and a crocodile weeps as it gobbles you up. All these methods of identifying wild beasts are impossible to follow. So the poem does not really do what it says in the title.

2. The poem suggests dangerous ways to identify wild animals, and that is what makes the poem humorous. Discuss.

Ans. The poem suggests dangerous ways to identify wild animals. Because the ways are too dangerous and impractical to follow, they appear humorous. The way to identify an Asiatic lion is to see if it roars at you while you are dying. The Bengal tiger eats you up, and that is the simplest way to identify it. The leopard will leap at you, and do it again as you roar with pain. The bear will suffocate you to death with its bear hug. The crocodile will weep and the hyena will laugh as they make a meal of you. The chameleon may not be so dangerous, but identifying it is perhaps the most difficult. You may tell that a lizard-like creature is a chameleon if you don't

see it.

3. Keeping in mind the mood/tone of How to Tell Wild Animals, critically comment on the poet's sympathies in A Tiger in the Zoo. Use evidence from the texts of the poems to substantiate your response.

Ans. The poet of 'A Tiger in the Zoo' envisages a fulfilling existence for the tiger in its natural ecological space. This kind of existence is for the tiger and its welfare alone, and is not a peaceful co-existence of beast and man. The poet's sympathy for the tiger is expressed through this hope: it should be free to explore its own environment, as a predator. In the zoo, it is not just confined, but its true instincts as a wild animal are curbed, just so it can be viewed and admired, at a safe distance, by city-dwellers. The animals in 'How to Tell Wild Animals' are mostly dangerous predators: lion, leopard, bear. They are referred to as such, but through comic portraits that make them seem less dangerous; the lion is said to roar, the bear to hug. The tone of 'A Tiger in the Zoo' is not comic at all, but serious and even melancholic.

5. The Ball Poem

≡ Practice Questions ≡

(Page 116)

A. Read the extract given below and answer the questions that follow. 5

1. What is the boy now, who has lost his ball,
What, what is he to do? I saw it go
Merrily bouncing, down the street, and then
Merrily over – there it is in the water!

- (a) Fill the blank with one word. 1
According to the speaker, the boy had not only lost his ball, he had also lost his

Ans. innocence.

- (b) What does the speaker decide not to do when he sees the ball fall into the water? 1

Ans. The speaker decides not to intrude upon the boy's grief or offer to buy him another ball.

(c) Select the option that applies the same rhyme scheme as the lines of the given extract. 1

(i) Roma's kittens were nowhere to be found,
Though she looked for them high and low.
The small balls of white were missing,
She missed their cuddles and their hissing.

(ii) Where were they gone? A day had passed.
Where they lost? Had they abandoned her?
She was haunted by the loss.
Were they alive? Were they well?

(iii) She called her friends,
And her sisters too,
To go look for the kittens
Since was rather blue.

(iv) The next day she spotted two black balls,
Lumbering towards the door.
It was the kittens, covered in soot!
And Roma was harried no more.

Ans. (ii)

(d) Comment on the poet's use of language in these lines. 2

Ans. The poet uses the literary devices of imagery and personification when he refers to the ball as 'merrily bouncing.' He also uses a metaphor when he compares the loss of a ball to other losses that the boy will face later on in life. The repetition of the word 'what' shows the hopelessness of the situation.

2. He is learning, well behind his desperate eyes,
The epistemology of loss, how to stand up
Knowing what every man must one day know
...

(a) Fill in the blank with one word. 1
Besides a sense of loss, the boy has also learnt about a sense of

Ans. responsibility/accountability.

(b) What must every man know one day? 1

Ans. He must know how to cope with loss and accept responsibility.

(c) Select the option that applies the same rhyme scheme as the lines of the given extract. 1

(i) Gogol needed a new pair of glasses.
Without them, he wouldn't
Be able to attend his classes.

(ii) He rubbed his eyes,
Over and over and over again.
They had been reddening and watering.

(iii) What could he do till
He got his new spectacles?
He was afraid of the bill.

(iv) When he somehow dragged himself
To class the next day, with his burden
to bear
His teacher had bought him a pair!

Ans. (ii)

(d) Through this poem, what does one learn about the 'epistemology of loss?' 2

Ans. One learns that in a world of possessions, nothing lasts forever. One will often lose valuable things, loved ones, and cherished relationships, but one needs to learn to cope with loss, recover from heartbreak and move on with life.

B. Answer the following questions in 40–50 words each. 3

1. Why does the poet not wish to intrude upon the boy who has lost his ball?

Ans. The poet does not wish to intrude upon the boy who has lost his ball because nothing can replace the lost ball. Neither money nor a new ball can match up to the fun and magic of the old ball. The poet knows this and leaves the boy alone in his grief.

2. Why is a dime or another ball worthless to the boy?

Ans. A dime or another ball is worthless to the boy because they will not have the same associations for the boy that his old ball had. The old ball had been his playmate through his growing-up years. The fun and frolic he had with the ball cannot be recreated with a new ball. Also, money cannot buy back the ball.

3. What must every man know one day? What do most men know on many days?

Ans. Every man must know one day that the things we possess and hold dear will be lost or taken from them. One has to come to terms with the inevitability of loss. What most men know on many days is the pain of loss, and how to recover from the pain and move on in life.

4. Explain the line: 'An ultimate shaking grief fixes the boy.'

Ans. After the boy loses his ball, the poet says that 'An ultimate shaking grief fixes the boy'. The grief is 'ultimate'. There can be no greater grief for the boy. He shakes with the force of the grief. He stands transfixed, unable to move, staring down the harbour where his ball went.

C. Answer the following questions in 100–120 words each.

6

1. The poet says that the boy is learning lessons from the loss of his ball. Explain why the poet thinks so. Is there any other life lesson that the boy can learn from his situation?

Ans. The boy has lost his ball which was very dear to him. The boy is overcome by grief. But through the loss, the boy is also learning some important lessons of life. He is learning that with ownership comes responsibility. The boy has the responsibility to take care of what he possesses. All things will one day be lost or taken. This truth also brings with it the lesson that one has to bear the pain of loss and move on. The other life lesson

that the boy can learn from his situation is not to be too attached to possessions. As loss is inevitable, attachment to possessions can only bring pain and sorrow.

2. 'People will take Balls, balls will be lost always, little boy.' What does the poet mean by this?

Ans. By this the poet means that in a material world, 'world of possessions', there will always be people to take things away from us. People will covet things and hoard things as a mark of success. Things can be lost as well through our own negligence or incompetence. There is nothing in this world that we can hold on to for all times. In this line, balls symbolize possessions. The loss of the ball by the boy is representative of the fact that nothing stays forever. All that we hold dear will either be taken from us or lost by us – in both situations the pain of loss will have to be borne with fortitude.

3. The boy stares down the harbour where his ball went. What could the boy be thinking of as he stands and stares? Answer with reference to the details given in the poem.

Ans. The boy was playing with his ball when it went bouncing down the street and into the water of the harbour. The boy is devastated. He stands rigidly, his body trembling with grief, his desperate eyes staring down the harbour where the ball went. As he stands rooted to the spot, realizations dawn on him. He learns, perhaps for the first time, that he was responsible for the ball. He owned it, and therefore, there is no one else that he can blame for its loss. He now knows what it is to lose something you love. He feels the pain of loss, and knows that he can never get his ball back.

4. The experience of loss can be heartbreaking, no matter the age of the person facing the loss. Do you agree with the statement? Rationalize your answer with evidence from 'The Ball' and 'The Necklace'.

Ans. Loss can often, to the sufferer, acquire an emotional dimension that far exceeds its real-world material value. The young boy in 'The Ball' is an example: when his ball drops into the water, he registers only the immediate deprivation to himself. He does not think at all that the ball is a cheap object, easily replaced. This is an effect of his age, which causes him to feel, with the pure intensity of a child, emotions that an adult would not be moved by. However, he does feel, alongside his grief, a certain "first responsibility," which might mark the beginning of a shift towards more adult emotions.

"Money is external " is an adage from this poem, and the Loiseles in 'The Necklace' experience this directly, though in a grimly ironic fashion. Matilda Loisel wears a necklace borrowed from a friend to a glittering dinner, and then loses it. She and her husband have to take on staggering debt to replace the necklace, and this changes their lives much for the worse. Their loss is not just of the ornament, but of their entire way of life, their financial stability, and their dignity in the eyes of others. This entire train of events is very socially-founded: the couple act through it all in awareness of social convention, and in the fear of losing face. But, the necklace is actually of quite low worth, and this value is far outstripped by their greater loss over time. Here, loss is complex, but is again proved to be more than a function of value.

6. Amanda!

≡ Practice Questions ≡

(Page 121)

A. Read the extracts given below and answer the questions that follow. 5

1. Don't eat that chocolate, Amanda!
Remember your acne, Amanda!
Will you please look at me when I'm speaking to you,

Amanda!

- (a) Complete the following suitably. 1
When Amanda's mother tells her not to eat chocolate, it was because

Ans. she was concerned about Amanda's health.

- (b) What does Amanda's behaviour towards her mother suggest? 1

Ans. It suggests that Amanda was not paying the least bit of attention to what her mother was saying to her.

- (c) Which of the following best describes the kind of parent Amanda's mother appears to be? 1

Select the correct option.

- a. Hysterical
- b. Protective
- c. Critical
- d. Concerned
- e. Demanding
- (i) a. and b.
- (ii) b., d. and e.
- (iii) Only C
- (iv) c. and e.

Ans. (ii) b., d. and e.

- (d) Comment on the poet's use of language in these lines. 2

Ans. These lines do not sound like poetry but rather like a list of harsh instructions. The poet uses the literary device of repetition of the name "Amanda," to emphasize the fact that the girl was not paying any attention to her mother. Each successive 'Amanda' can be mimicked as being said in a higher pitch.

2. Stop that sulking at once, Amanda!
You're always so moody, Amanda!
Anyone would think that I nagged at you, Amanda!
- (a) Select the option that applies the same rhyme scheme as the lines of the given extract. 1
(i) The hummingbird and the caterpillar

Went to the arboretum,
To see the new exhibition
Of flowers and leaves.

- (ii) "Look at that monstera!
Those large, fenestrated leaves.
Won't to be a delight to chew?"
Asked the caterpillar.
- (iii) "Yes, yes, for you, sure
But I don't mean to be a bore,"
Said the chattering hummingbird,
"But I want some honey – pure."
- (iv) "Give me lift to that creeper, dear,
And let's meet by this pond, here,
In an hour?" proposed the caterpillar.
"Sure thing!" said the hummingbird.

Ans. (iii)

- (b) What is the significance of the use of the word 'nagged' used by the mother and how does this word contribute to the overall mood and tone of the poem? 2

Ans. Amanda's mother is nervous that others would think that she nagged Amanda. This is ironic because that was exactly what she was doing. It is her nagging that brings a harsh tone to the poem, as compared to Amanda's overactive imagination and gentle musings.

- (c) Complete the sentence with the appropriate option. The lines from the poem tell us that Amanda is a child. 1

- (i) neglected
- (ii) frustrated
- (iii) stubborn
- (iv) disciplined

Ans. (ii) frustrated

- (d) Identify the literary devices used in the given lines. 1

Ans. The literary devices are alliteration ("Stop that sulking at once"), irony ("Anyone would think that I nagged at you"), and repetition ("Amanda!").

B. Answer the following questions in 40–50 words each. 3

1. How is Amanda instructed to sit? What does the fact that she is 'slouching' suggest about Amanda?

Ans. Amanda is instructed to sit up straight. The fact that Amanda is slouching suggests that she is bored. She does not feel motivated to do anything. She is weary of being always instructed. She does not have the freedom to do what she likes and be herself.

2. Why do you think Amanda imagines herself to be an orphan?

Ans. Amanda imagines herself to be an orphan because she wants to escape parental control. Amanda is told to finish her homework, tidy her room, clean her shoes and so on. She finds this nagging bothersome. As an orphan, she would be free to roam the streets barefoot and make patterns in the soft dust.

3. Amanda does not look at her parent when she speaks to her. What does this tell you about how Amanda feels?

Ans. This tells us that Amanda feels weary of the many things she is asked to do or not to do. She is tired of the constant nagging. Maybe she also knows that talking to her parent would be futile. Her parent would never understand how she feels.

4. Amanda likes to think of herself as Rapunzel locked up in a tower. Why?

Ans. Amanda likes to think of herself as Rapunzel locked up in a tower because she is tired of being instructed and controlled. She is always being asked to do this or that. Life in the tower would be 'tranquil', and she would never let her hair down to let in adults.

5. When Amanda does not respond to any instruction, what does the speaker say about her?

Ans. When Amanda does not respond to any instruction, the speaker says that she is always moody. She asks Amanda to stop sulking at

once. Because the speaker has to keep asking Amanda again and again due to her lack of response, she says that anyone would think that she is nagging Amanda.

C. Answer the following questions in 100–120 words each. 6

1. Parents and children often do not understand each other. Discuss this statement with reference to the poem 'Amanda'.

Ans. Parents and children often do not understand each other. Children are imaginative. They do not want to be dictated by the humdrum rules of life. Parents, on the other hand, want to discipline children. In the poem, Amanda's parent nags her about the many things that she does or does not do. She asks Amanda to sit properly, finish her homework, tidy her room, among other things. She calls Amanda moody when she does not respond. But Amanda is not moody; she is just weary of the nagging. She dislikes being instructed, and wishes to be free. So she escapes into a world of imagination where she can be an orphan, the sole mermaid in the sea or Rapunzel in her tower. Amanda calls silence 'golden' and freedom 'sweet'. That sums up what Amanda really wants.

2. What kind of a child is Amanda? Difficult, stubborn, imaginative? Give reasons for your answer. Discuss any other quality that you may think Amanda has.

Ans. Amanda is a very imaginative child. As her parent nags her about things she should or should not be doing, Amanda drifts off into a world of make-believe – she imagines herself as an orphan, roaming barefoot on the streets, as a mermaid, and then as Rapunzel. That is her way of escaping the world of adults who do not understand her. This unwillingness to respond to adults also makes Amanda a rather stubborn and difficult child. She does not even look at her parent when she speaks to her. It is clear that the parent is

exasperated at Amanda's behavior. However, Amanda's stubbornness is the result of the inability of adults to understand the mind of a child. Amanda too is exasperated at the life of discipline that is expected of her. Amanda seems to be reticent too. She keeps to herself and does not voice her feelings.

3. Using evidence from the given poem and any other text in the syllabus, critically comment on how young women are circumscribed because of the beauty or their behaviours. Discuss the resistance, if any, put forth the characters in the texts you've chosen.

Ans. Young women are subject to many factors beyond their individual control under the system of patriarchy. These factors often revolve around their beauty and the performance of social behaviour that is deemed correctly feminine. Yeats highlights and even magnifies these in Anna Gregory in the poem he dedicates to her; he praises her hair, making it a synecdoche for her physical beauty and womanly perfection in his eyes. She wants to be appreciated as an individual woman – for 'myself alone' – and this is a form of resistance that Yeats writes into his poem.

Amanda's parent also imposes codes of proper behaviour on her in the course of the poem 'Amanda!' Most of these are related to what Amanda does or does not do, rather than her physical appearance. However, they are enforced through prohibition: the parent constantly directs Amanda to do things that are socially acceptable and proper for a girl child. Amanda responds with an imaginative resistance, by placing herself in daydreams that are more true to her feelings and aspirations.

7. The Trees

≡ Practice Questions ≡

(Page 128)

A. Read the extracts given below and answer the questions that follow. 5

1. The night is fresh, the whole moon shines
in a sky still open
the smell of leaves and lichen
still reaches like a voice into the rooms.

- (a) Fill the blank with one word. 1
When the poet refers to the smell of
'lichen,' one assumes that she is present in
a

Ans. forest.

- (b) Why does the 'smell of leaves and lichens'
feel like a voice to the poet? 1

Ans. It feels like a voice because, like all sounds,
it flows through the rooms and pervades the
senses.

- (c) Select the option that applies the same rhyme
scheme as the lines of the given extract. 1

- (i) The banality of evil,
Can be observed all around.
They don't hide their faces,
To none are they bound.
They bury no secrets,
Nor do they eyes make a sound.

- (ii) No humiliation to harvest,
No disgrace to condemn,
No indignity to get off their chest,
No innocence makes them solemn.
They are not exceptions now,
They are the norm and how!

- (iii) Can obedience to authority,
Make them disengage morally?
Is nothing sacred anymore?
To do one's duty and obey,
Should one lose their ability to
Think critically, with kindness?

- (iv) When did empathy and kindness
Become signs of weakness?
To lift one in their time of need,
Is divine work, indeed!
Everyday evil cannot compare
To the benevolence we share.

Ans. (iii)

- (d) Comment on the poet's use of language in
these lines. 2

Ans. The poet uses curious, lyrical, and
metaphorical language to explore a variety of
themes. These lines present a picture of peace
and tranquility, with the smells of nature still
lingering in empty rooms, and the night sky
'still open.' This gives a sense that the poet
is waiting for something to happen.

2. My head is full of whispers
which tomorrow will be silent.
Listen. The glass is breaking.
The trees are stumbling forward
into the night.

- (a) In what way is the form used in this poem
different from traditional poetry? 1

Ans. The poet does not use rhyme but instead
uses the literary device of enjambment for
run-on-lines.

- (b) What is the significance of the word "whispers"
to describe the themes of the poem, and how
does this word choice contribute to the overall
mood and tone of the poem? 2

Ans. The setting of the poem itself gives the
impression of quietness, except for the
movement of the trees as they shuffle out
into the dark, waiting forest. There are no
loud noises, just whispers of a quiet change
that is taking place. Even the poet sits in
calmness as she writes.

- (c) Complete the sentence with the appropriate
option. 1

The lines from the poem tell us that the poet's
mood is

- (i) contemplative (ii) aggressive
(iii) introspective (iv) hesitant

Ans. (i) contemplative

- (d) Identify the types of imagery found in the extract. 1

Select the correct option.

- a. Visual
b. Gustatory
c. Auditory
d. Olfactory
e. Tactile

- (i) a. and d.
(ii) a., c. and e.
(iii) a. and c.
(iv) Only c.

Ans. (iii) a. and c.

B. Answer the following questions in 40–50 words each. 3

1. What will happen to the forest by morning?
How is the forest now?

Ans. The forest will be full of trees by morning. The forest is now bare. There are no trees in the forest for the birds to perch upon and insects to hide. There is no shade in the forest to escape the blazing sun.

2. How do the roots and leaves of the trees work to break free of the house?

Ans. The roots work all night to disengage themselves from the cracks in the verandah floor. The leaves strain towards the glass till they break, and the trees can stumble out.

3. Why does the poet not mention the departure of the trees from the house in her letters?

Ans. The poet for long had intimations of the departure of the trees from the house. Her head had been full of whispers telling her about such an eventuality. The poet wants this exodus to happen. So she does not mention anything about it in the long letters she writes. She does not want anything to stop their exodus.

4. Why will the ‘whispers’ in the poet’s head be silent in the morning?

Ans. The poet has had ‘whispers’ in her head about the exodus of the trees. She had long known that such a thing would happen. And it does, for all night the trees work to shake off the confines of the house, and stumble out in the night seeking their forest. By morning, they will have reached the forest. With it, the whispers in the poet’s head too will become silent.

5. How does the poet describe the moon in the last stanza of the poem?

Ans. In the last stanza, the poet describes the moon as a broken mirror. As the forest is now full of trees, the moon can be seen only through the branches of the tallest oak. In other words, it can be seen in bits and parts, like the shards of a broken mirror.

C. Answer the following questions in 100–120 words each. 6

1. Write a note on the use of symbolism in the poem ‘The Trees’.

Ans. ‘The Trees’ uses symbolism to depict a stage of evolution in which humans, and women especially, transition from a state of artificiality and bondage to the state of nature and freedom. The trees in the poet’s house disengage themselves and start moving out towards the forest. They have for long been confined in the house. In their absence, the forest was bare. There were no trees to shelter birds and insects, and no shade to give relief from the sun. The trees symbolize human beings, and the forest symbolizes their natural habitat. The forest will be full of trees in the morning, that is, humans will have reached their natural state.

2. ‘The Trees’ presents a conflict between humans and nature. Discuss.

Ans. ‘The Trees’ presents a transition of the human race from artificially conditioned

environments to a state of nature. There is therefore a clear demarcation between the two. They cannot be blended into a harmonious whole, and therein lies the conflict. Humans, especially women, are breaking free of man-made fetters; they are seeking their natural selves. The trees uproot themselves from the house, the glass breaks and they stumble out. The wind rushes to meet them as they walk towards the forest. By morning, the poet says, the forest will be full of trees. This is another way of saying that humans will have returned to their natural state.

3. Plants are often kept in houses for decorative purposes. Sometimes, their growth is deliberately stunted as in the bonsai. How do you think the plants feel? Discuss with reference to the poem 'The Trees'.

Ans. 'The Trees' can be interpreted as the revolt of plants and trees that have been kept inside houses for decorative purposes. They are kept away from their natural habitat, such as forests. Often, their growth is tampered with, as in the bonsai, to turn them into objects of ornamentation. In the poem, the trees disengage themselves from the house, uproot themselves and start walking towards the forest. Their boughs are cramped from years of confinement. They feel dizzy, like newly discharged patients do, as they walk out of the doors of the house. But they feel liberated. They are no longer objects of display; they are finally free to seek the life they were meant to live.

4. Freedom is greatly desired and treasured by all. In order to grow and thrive, one must be able to embrace their freedom. In the light of the given statements, compare and contrast Mandela's thirst for freedom and the theme of Adrienne Rich's Trees. Use evidence from the mentioned texts to support your answer.

Ans. Personal freedom is often restricted and undermined by factors on a social scale, such that individual subjects have to make choices

to even approach their freedom. Nelson Mandela marks this condition in reminiscing on his youth: his 'birth and colour' were the most important determinants of how he could live in South Africa. He also found that he had to intend and pursue decisions in working for freedom under apartheid: he could not work for his family and kin without working for all people of his race. In Adrienne Rich's 'The Trees,' comparable, unidentified factors constrain the freedom of the unnamed figure. They progressively recede as the figure decides to embrace her own freedom and personal autonomy, and give them virtually no acknowledgement. Mandela too keeps his 'hunger to be free,' and does not leave it to be overcome by the weight of history and institutionalised racism.

8. Fog

≡ Practice Questions ≡

(Page 130)

A. Read the extract given below and answer the questions that follow. 5

1. The fog comes
on little cat feet.
... on silent haunches
and then moves on.
- (a) What are the feline attributes of the fog? Describe any two. 2

Ans. The fog is given feline attributes in the poem where its arrival is compared to the quietness of a cat with its padded, noiseless feet. When the fog hovers over the harbour and the city, it is compared to a cat sitting briefly on its haunches.

- (b) Select the option that applies the same rhyme scheme as the lines of the given extract. 1
 - (i) The petite poppy popped out
A month or two too early.
She stood tall and looked about:
The absence of others made her surly.

- (ii) "Where are my ruddy friends?
It rude to arrive late,"
She complained,
"I remember we had set a date."
- (iii) The buds around her were silent.
Arms akimbo, she scoured the scene.
Nothing in sight, rather than relent,
She decided to send the crickets to hunt.
- (iv) "No crickets around!" she remarked,
"Isn't winter over?" And then she
Realized what she had done.
She had arrived before the season.

Ans. (iv)

- (c) Does the poem discuss the presence of fog at a waterfront? Justify your answer. 1

Ans. The poem does discuss the presence of fog at a waterfront since there is a clear reference to the harbour in the poem. The poem describes the fog overlooking the harbour as well as the city.

- (d) Fill in the blank with one word. 1
The setting/location of the action in this poem is

Ans. picturesque/scenic

B. Answer the following questions in 40–50 words each. 3

1. How does the fog come into the city?

Ans. The fog comes into the city 'on little cat feet'. In the poem, the fog is described through the image of a cat. Just as the cat moves noiselessly, so does the fog come into the city quietly.

2. Explain the metaphor that the poet uses to describe the fog.

Ans. The metaphor that the poet uses to describe the fog is that of a cat. The fog is pictured as a cat that comes in quietly. It hangs over the city and the harbour like a cat sits, looking silently and watchfully. And just like a cat

gets up and walks away, the fog too lifts and drifts away.

C. Answer the following question in 100–120 words. 6

1. If you were to compare the fog to another animal, which animal would you choose? Give reasons to support your answer.

Ans. The fog can be compared to a moth. A moth has soft, feathery wings which covers the place it sits on. The moth sits for a long time at a place, undisturbed and unmoving. The fog too hangs unmoving over a place. It seems to be watching the place quietly for a long time before lifting up and drifting away. The moth too seems to be pondering over something, thinking something deeply. And then, without any forewarning, it suddenly flutters off.

9. The Tale of Custard the Dragon

≡ Practice Questions ≡

(Page 137)

A. Read the extracts given below and answer the questions that follow. 5

1. Now the name of the little black kitten was Ink,
And the little grey mouse, she called him Blink,
And the little yellow dog was sharp as Mustard,
But the dragon was a coward, and she called him Custard.

- (a) Fill the blank with one word. 1
When the speaker says that that the dog was sharp, it means he used to

Ans. bite.

- (b) What does the name of the mouse suggest about its character? 1

Ans. The little grey mouse was called Blink because it could run off in the blink of an eye, as proved in the poem.

(c) Select the option that applies the same rhyme scheme as the lines of the given extract. 1

- (i) The journey of a thousand miles,
Ends with a step and a sigh.
Let the weary rest and sleep
Their travails have been steep.
- (ii) Many meandering paths they've walked,
Their progress has been studied and stalked
By envious eyes and whispering lips,
Have watched their rises and their dips.
- (iii) Some have rolled logs into their path,
Others have redirected rivers to
Drown the travellers in distress.
Yet, they've carried on.
- (iv) Bards sing of promising beginnings,
And glorify victorious culminations.
What of those that do not resign?
Who shall celebrate their pounding spirit?

Ans. (ii)

(d) Comment on the form used by the poet in writing this poem. 2

Ans. The poem is written in the form of a ballad, which means it narrates a tale of courage and heroism. But this poem is actually a parody which tells the story of an unlikely hero – a dragon who was actually a coward.

2. Belinda tickled him, she tickled him unmerciful,
Ink, Blink and Mustard, they rudely called him Percival,
They all sat laughing in the little red wagon
At the realio, trulio, cowardly dragon.

(a) In what way does this poem challenge traditional ideas of what a ballad should be? 1

Ans. Though this ballad also deals with a tale of

heroism, it is actually an amusing parody of a cowardly dragon.

(b) What is the significance of the use of the word “unmerciful” to describe the tickling of the dragon, and how does this word choice contribute to the overall tone of the poem? 2

Ans. In this poem about a cowardly dragon, the choice of the word ‘unmerciful’ reflects the cruelty of Belinda and the rest of her pets who took pleasure in mistreating Custard. The word ‘unmerciful’ underscores their harshness and adds a touch of grimness to the tone of an otherwise comic verse.

(c) Complete the following suitably. 1
These lines from the poem show us that Custard was

Ans. a rather lonely dragon.

(d) Identify the literary devices used in the extract given. 1

Select the correct option.

- a. Repetition
- b. Rhyme
- c. Alliteration
- d. Oxymoron
- e. Blank verse

(i) a. and b.

(ii) c. and e.

(iii) Only c.

(iv) a., b. and c.

Ans. (iv) a., b. and c.

3. Suddenly, suddenly they heard a nasty sound,
And Mustard growled, and they all looked around.

Meowch! cried Ink, and ooh! cried Belinda,
For there was a pirate, climbing in the winda.

(a) Fill the blank with one word. 1
The ‘nasty sound’ came when they all were in the midst of Custard.

Ans. teasing

- (b) What is the reason for the poet making the intruder a pirate? 1

Ans. The presence of a pirate makes the story more dramatic, especially since it is a ballad.

- (c) Select the option that applies the same rhyme scheme as the lines of the given extract. 1

- (i) How does one arrive at a choice?

To stay quiet, or to have a voice?
Should one let the battle rage?
Or remain trapped in a keyless cage?

- (ii) With hope, one looks ahead,
To calmer seas and richer hauls.
Yet the future fills one with dread.
What of it now?

- (iii) The past fills one with regret,
Of things done or lost.
Sins committed at the behest
Of those who have quit.

- (iv) How does one make peace
With time ephemeral and fleeting?
Should we halt and observe,
Or disappear into nothing?

Ans. (i)

- (d) Comment on the poet's use of language in these lines. 2

Ans. Even though the situation is grim, the poet makes it dramatic with both audible and visual imagery. The word "meowch" (meow + ouch) uttered by the kitten, and the poetic licence to use 'winda' for 'window' so that it rhymes with Belinda, add humour to the situation.

4. Belinda paled, and she cried Help! Help!
But Mustard fled with a terrified yelp,
Ink trickled down to the bottom of the household,
And little mouse Blink strategically mouseholed.

- (a) Complete the following suitably. 1
Belinda had earlier been described as being

as

Ans. brave as a barrel full of bears.

- (b) What does the fleeing of the animals suggest? 1

Ans. Although all the animals were brave in their own ways, the sight of the fearful pirate frightened them.

- (c) Which of the following best describes the pirate's effect on the inhabitants of the house? 1

Select the correct option.

- a. Dramatic
b. Fatal
c. Fearful
d. Menacing
e. Uneasy

(i) Only b.

(ii) a. and b.

(iii) c. and d.

(iv) b., c., and d.

Ans. (iii) c. and d.

- (d) Comment on the poet's use of literary devices in these lines. 2

Ans. The poem has a rhyme scheme which is aabb, which adds to the easy reading of the ballad. Besides this, the picture of a black kitten called Ink trickling to the bottom of the house is very fine visual imagery.

5. The pirate gaped at Belinda's dragon,
And gulped some grog from his pocket flagon,
He fired two bullets, but they didn't hit,
And Custard gobbled him, every bit.

- (a) In what way is the action in this ballad different from those in traditional ballads? 1

Ans. This parody-ballad deals with the fight between a cowardly dragon and a pirate for a young girl, instead of the camel where one had knights on horseback fighting for their king.

- (b) What is the significance of the use of the word “gaped” to describe the reaction of the pirate at the sight of Custard, and how does this word contribute to the overall mood of the poem? 2

Ans. Though Custard was a fearful looking dragon, he was a coward. But it was the sight of Custard which made the pirate go into shock and fortify his nerves with alcohol. This was the turning moment in the narrative, as Custard came out the winner.

- (c) Complete the following suitably. 1
Custard has been described as attacking the pirate

Ans. like an engine.

- (d) How would one describe the conclusion of this poem? 1

Select the correct option.

- a. Conventional
- b. Passable
- c. Disappointing
- d. Heartbreaking
- e. Foreseeable

(i) a. and e.

(ii) c. and d.

(iii) Only b.

(iv) b. and c.

Ans. (iv) b. and c.

B. Answer the following questions in 40–50 words each. 3

1. Why did Belinda and the other pets tease Custard the dragon?

Ans. Belinda and the other pets teased Custard the dragon because he always cried for a nice and safe cage. A dragon is supposed to be brave. Custard had all the trappings of a dragon – big, sharp teeth, spikes on his back, and a fire-breathing mouth. Yet he behaved in a cowardly fashion and wanted the safety of a cage.

2. Was Custard really a coward, or was he a ‘realio, trulio’ dragon?

Ans. Custard was a ‘realio, trulio’ dragon, but it can also be said that he was a coward. Like a true dragon, he fights the evil pirate and saves Belinda and the other pets. But he does not regard himself as a brave dragon. He believes he is a coward, and that is perhaps the reason why others think of him as a coward too.

3. What did Custard always cry for? What impression did Custard create of himself because of this?

Ans. Custard always cried for a nice and safe cage. The impression that Custard created because of this was that he was a coward. He was fearful to look at, with flames leaping out of his mouth and smoke billowing from his nose, yet he always cried for safety. Even the episode with the pirate did nothing to change this perception.

4. Describe the fight that took place between the pirate and Custard, the dragon?

Ans. When the pirate comes in, Belinda turns pale and her pets Ink, Blink and Mustard flee the scene. It is Custard, the dragon, who jumps up and charges at the pirate like a full-throttled engine. He lashes his tail and goes for the pirate as a robin goes for a worm. Taken aback by the dragon’s ferocity, the pirate gulps some grog and fires two bullets. But they miss their mark, and Custard eats up the pirate bit by bit.

C. Answer the following questions in 100–120 words each. 6

1. People perceive us as we perceive ourselves. Discuss this statement with reference to how Belinda and the other animals regarded Custard the dragon.

Ans. ‘The Tale of Custard the Dragon’ is a humorous poem about Belinda and her pets, all of who except Custard the Dragon, are very brave. Custard is a cowardly dragon who cries for the safety of his cage. Belinda and the other pets tease him for this. Yet, when a pirate attacks them, it is not Mustard, Ink or Blink who come to the rescue; it is Custard.

He charges at the pirate and gobbles every bit of him. Belinda and the other pets hug him and dance around him. But soon, they begin to assert themselves – they would have been many times braver than Custard had they not been taken by surprise. And, unfortunately, Custard agrees. Custard's low opinion of himself makes it easier for Mustard, Ink and Blink to resurrect the lie – that they are brave and Custard is cowardly.

2. Would you call 'The Tale of Custard the Dragon' a veiled satire on human nature? Give reasons.

Ans. 'The Tale of Custard the Dragon' reveals two things about human nature. The first is that people will always try to suppress others and promote themselves. The second is that unless we respect and value ourselves, no one will give the respect and value we deserve. In the poem, the other pets are jealous of Custard for the courage he showed in fighting the pirate. So after an initial show of gratitude, they want to take back their position of superiority. They say that they would have been many times braver had they not been flustered by the pirate's sudden appearance. Custard agrees meekly, and says that everyone else is braver than him. So nothing really changes. Belinda and her other pets continue to be known for their bravery, and Custard continues to be teased for being a coward.

3. It is often argued that looks can be deceptive. Compare and contrast how Custard is perceived by his companions, and how the woman had deceived the narrator in A Question of Trust.

Ans. One's appearance and one's activities can often interact in intricate, unexpected ways. In social life, it is generally the former that sets the way one is perceived by others. Thus, Custard the dragon is assumed to be brave simply because he looks the part, with teeth, spikes, and scales. Even Horace Danby in 'A Question of Trust' is assumed to be a 'good,

honest citizen' because of his appearance and lifestyle; no one suspects him of being a burglar.

Custard does exhibit courage in his defence against the pirate, but he is not essentially brave; his courage fortunately emerges in that moment of danger. He is otherwise happy to retreat to a 'nice safe cage.' It is his actions that are brave, and these become so under the right conditions at the right moment. The woman whom Danby encounters during his attempted robbery also uses the moment to obtain an advantage over the would-be robber, while concealing that she is one too. Her appearance fools Danby into cooperating with her, but it would not have convinced him as easily without the right correspondence of circumstances. She realises that she can use her intelligence to manage how these circumstances appear to Danby and secure her advantage. Custard too responds to circumstances, though likely more out of instinct and an underlying sense of protectiveness towards his friends.

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10. For Anne Gregory

≡ Practice Questions ≡

(Page 142)

A. Read the extract given below and answer the questions that follow. 5

1. Never shall a young man,
Thrown into despair
By those great honey-coloured
Ramparts at your ear,
Love you for yourself alone
And not your yellow hair.'

- (a) What is the nature of Anne's rejoinder to the other speaker? 1

Select the correct option.

- a. Despairing
- b. Firm
- c. Self-assured
- d. Patronizing
- e. Aggressive

(i) a. and e.

(ii) Only c.

(iii) d. and e.

(iv) b. and c.

Ans. (iv) b. and c.

- (b) Complete the following suitably. 1

The poetic persona appears to be cautioning

.....

Ans. a young woman bearing luxuriant blonde (yellow) hair.

- (c) What kind of textual space does the poem provide for 'Anne'? 1

Ans. Despite being given little textual space, Anne manages to register her protest against the poetic persona's opinion.

- (d) The poetic persona claims that Anne could not be loved for her true self because young men would be distracted by her hair — thus thrusting the onus of responsibility upon her. Do you think it is justified? Discuss. 2

Ans. The poetic persona's claims are certainly not justified. Anne is subjected to increasing scrutiny because of beauty.

This unwarranted attention from a suitor who positions himself as an advisor, is not to be condoned.

B. Answer the following questions in 40–50 words each. 3

1. Explain the metaphor which the poet uses to describe Anne Gregory's hair.

Ans. The poet calls Anne's hair 'honey-coloured ramparts'. Ramparts are the high, wide walls around a castle or fort. Just as the ramparts surround the fort, so does Anne's hair surround her face. The ramparts give strength and impregnability, which are the attributes of a fort; in Anne they create a vision of beauty, which is the quality of a woman.

2. What effect does Anne Gregory's beautiful hair have on young men?

Ans. Anne Gregory's beautiful hair makes young men fall in love with her. They experience a strong attraction that drives them to despair.

However, the love that they feel is superficial. It is brought on by Anne's outward beauty, not her inner self.

3. Does Anne Gregory want to be loved for herself alone? How do you know?

Ans. Anne Gregory wants to be loved for herself alone. When told by the poet that the men who profess their love for her do so for her physical charms, she says that she will colour her hair black, brown or carrot red. That may make her look less beautiful, and men may then love her for herself alone.

4. How would you describe the attitude of the poet towards Anne Gregory as shown in the advice he gives her?

Ans. The attitude of the poet towards Anne Gregory is caring and protective. He is her well-wisher, and therefore, wants to warn her about men who are swayed by her physical beauty. He wants her to be aware of the fact that those who despair for her love may never care for her inner worth.

C. Answer the following questions in 100–120 words each.

6

1. Divine love is superior to human love. Discuss with reference to the poem 'For Anne Gregory'.

Ans. In the poem 'For Anne Gregory', the poet impresses upon Anne that divine love is superior to human love. Anne is a beautiful girl with long and lustrous honey-coloured hair that attracts many men towards her. The poet says that the men are driven to despair over her beauty, but they do not care to see Anne's inner self. Anne says that she could dye her hair in less attractive colours such as brown or black. That may make men love her for herself. But the poet contradicts her. He says that he heard an old religious man declare that he had found a text to prove that only God is capable of such love. Human love is limited by outward beauty; divine love knows no such bounds.

2. The kind of human love that the poet describes in the poem 'For Anne Gregory' is romantic love. But there are other kinds of human love too which, like divine love, do not depend on how a person looks. Do you think it is fair that the author only compares romantic love to divine love?

Ans. It may not be fair that the poet only compares romantic love to divine love. There are other kinds of human love too which, like divine love, do not depend upon how a person looks, such as a mother's love. However, in the context of Anne Gregory, the cause of the attention she receives from young men is romantic love. Young men are driven to despair by her beauty. But they have never loved Anne for the person that she is. The poet cares for her, and so tries to make her see the important distinction between human love that is guided by physical beauty and divine love which is absolute.

3. Why do you think that the poet is telling Anne Gregory all these things? Is he trying to protect her? Does he want Anne to make the right choice regarding suitors? Discuss.

Ans. I think the poet is telling Anne Gregory all these things because he cares for her. Anne is beautiful. She has long lustrous golden yellow hair that attracts many men towards her. The poet is trying to make her understand that such attraction and love is superficial. The men do not see her inner beauty, and therefore, it is likely that as her beauty will wane with time, so will their love. It could be that the poet wants Anne to make the right choice regarding suitors. To support his point, the poet cites the instance of the old religious man who had found a text that proved that only God could love a person for his or her inner beauty, and not for the outward appearance.

Supplementary Reader: Footprints without Feet

1. A Triumph of Surgery

≡ Practice Questions ≡

(Page 151)

A. Read the extracts given below and answer the questions that follow. 5

1. I looked down again at the little dog. That was the trouble. Tricki's only fault was greed. He had never been known to refuse food; he would tackle a meal at any hour of the day or night. And I wondered about all the things Mrs Pumphrey hadn't mentioned.

(a) How do you think the narrator must have felt about the dog when he when he looked at it lying there? 1

Ans. The narrator, a seasoned vet, would have felt sorry for the little dog, and also have felt exasperated about the reason for its ill-health.

(b) What is the unlikely reason why Mrs Pumphrey would not have mentioned many other 'things' to the vet? 1

(i) Protectiveness

(ii) Embarrassment

(iii) Guilt

(iv) Ignorance

Ans. (i) Protectiveness

(c) How could Mrs Pumphrey be held responsible for her dog's greedy nature and ill-health? 2

Ans. Mrs Pumphrey, in her blind love for her dog, foolishly fed him unsuitable food and at all hours. This made Tricki addicted to food, and the constant eating and lack of exercise made him a very sick dog.

(d) Fill in the blank with the correct word from the bracket: 1

The word 'fault' in the line, 'Tricki's only fault was greed,' indicates that the narrator was referring to Tricki's (weakness/ desire) for food.

Ans. weakness

2. I had made my plans in advance. The only way was to get Tricki out of the house for a period. I suggested that he be hospitalised for about a fortnight to be kept under observation. The poor lady almost swooned. She was sure he would pine and die if he did not see her every day. But I took a firm line.

(b) What admirable traits of his profession does the narrator display as seen in the plans he had made? 1

Ans. The narrator was a seasoned vet, and he shows that he was well-organised, and that he only had his patient's welfare in mind.

(b) What is the unlikely impression the narrator had of Mrs Pumphrey as the caretaker of her pet? 1

(i) Loving

(ii) Indulgent

(iii) Trustworthy

(iv) Caring

Ans. (iii) Trustworthy

(c) How did the narrator show that he possessed the skills of an experienced doctor? 2

Ans. The narrator, a vet, was able to diagnose his patient by just looking at him. He had prepared with a plan in advance for Tricki's treatment, and dealt with Mrs. Pumphrey firmly and yet sensitively, so that he could concentrate completely on getting his patient well.

(d) Fill in the blank with the correct word from the brackets. 1

The word 'swooned' in the line 'The poor lady almost swooned,' shows that Mrs Pumphrey was so overcome by emotions that she almost (fainted/ cried)

Ans. fainted

3. At the end of the second day he started to show some interest in his surroundings and on the third he began to whimper when he heard the dogs in the yard.

When I opened the door, Tricki trotted out and was immediately engulfed by Joe, the greyhound, and his friends. After rolling him over and thoroughly inspecting him, the dogs moved off down the garden.

- (a) For what reason can one refer to Tricki's recovery as a 'miracle?' 1

Ans. Tricki had been very close to death, but it was remarkable that it took the little dog barely a day or two to get back on his feet. It was nothing short of a miracle.

- (b) Which is the likely reason which made the other dogs engulf Tricki? 1

- (i) Friendliness
- (ii) Curiosity
- (iii) Aggressiveness
- (iv) Jealousy

Ans. Curiosity

- (c) Fill in the blank with the correct word from the bracket: 1

The word 'whimper' used in the line, 'he began to whimper when he heard the other dogs' shows that Tricki was to be let out. (howling / whining)

Ans. whining

- (d) What line of treatment for Tricki did the narrator follow for the first two days? 2

Ans. The narrator kept Tricki under observation. He was fed only water, and slept in a box near the fire, next to the other dogs. On the third day, Tricki actually started showing improvement and wanted to join the other dogs.

4. All the while, Mrs Pumphrey hovered anxiously in the background, ringing a dozen times a day for the latest bulletins. I dodged the questions about whether his cushions

were being turned regularly or his correct coat worn according to the weather; but I was able to tell her that the little fellow was out of danger and convalescing rapidly.

- (a) From Mrs Pumphrey's behaviour, what kind of person can one assume her to be? 1

Ans. Mrs Pumphrey was very fussy, and a somewhat foolish woman, who was overly anxious and possessive about her pet.

- (b) In what way was the narrator's approach towards treating Tricki simple but very effective? 2

Ans. The narrator treated Tricki in a unique way, which was by keeping him out of Mrs Pumphrey's care. He devised a diet for Tricki with plenty of water and suitable food. He also ensured that Tricki got his much needed exercise.

- (c) What could be the unlikely reaction of the narrator whenever Mrs Pumphrey called him numerous times a day? 1

- (i) Exasperation
- (ii) Annoyance
- (iii) Impatience
- (iv) Resentment

Ans. (iv) Resentment

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'bulletins' in the line 'ringing a dozen times a day for the latest bulletins,' means that Mrs Pumphrey wanted about her precious dog.

Ans. information/ knowledge

B. Answer the following questions in 40–50 words each. 3

1. Why was the narrator shocked at Tricki's appearance?

Ans. The narrator was shocked at Tricki's appearance because he had become hugely fat, like a bloated sausage. His eyes looked

bloodshot and rheumy and his tongue lolled from his jaws.

2. What did Mrs Pumphrey start giving Tricki when she suspected that he was suffering from malnutrition?

Ans. Mrs Pumphrey started giving Tricki extra food in between meals. She also gave him some malt and cod-liver oil, and a bowl of Horlicks at night to make him sleep.

3. Why was the narrator expecting a call from Mrs Pumphrey?

Ans. The narrator was expecting a call from Mrs Pumphrey because Tricki had become very fat and looked unwell. He was sure that Mrs Pumphrey would soon call him for help.

4. What did the staff of Mrs Pumphrey do when the narrator took Tricki away without any further delay?

Ans. The staff of Mrs Pumphrey brought out Tricki's day bed and night bed, favourite cushions, toys and rubber rings, breakfast bowl, lunch bowl, and supper bowl, and tried to put everything in the narrator's car.

5. At the surgery, how did the other dogs behave when the narrator arrived with Tricki?

Ans. At first, the other dogs surged around the narrator when he came to the surgery with Tricki. Then they sniffed at Tricki for a few seconds, but found him uninteresting and ignored him.

6. What happened on the third day when the narrator let Tricki out of the surgery?

Ans. When Tricki was let out of the surgery on the third day, he was immediately engulfed by Joe, the greyhound, and his friends. They rolled him over and thoroughly inspected him, after which they moved off down the garden with Tricki following them.

7. Once Tricki started recovering, how did he enjoy with the other dogs at the surgery?

Ans. Tricki ran all day with the dogs and joined in their friendly scrimmages. He enjoyed being

bowled over, tramped on and squashed by them. He hunted rats in the old henhouse at night and fought like a tiger for his share of food at mealtimes.

8. How did Mrs Pumphrey react when she heard that Tricki was convalescing?

Ans. Mrs Pumphrey started to bring fresh eggs to build up Tricki's strength. She began to send bottles of wine to enrich Tricki's blood, and sent brandy as well to strengthen his constitution.

9. Why was the narrator tempted to keep Tricki as a permanent guest at his surgery?

Ans. The narrator was tempted to keep Tricki as a permanent guest at his surgery because Mrs Pumphrey was sending fresh eggs, bottles of wine and even brandy to help the convalescing Tricki, but which the narrator and his partners had instead, for such food would do Tricki more harm than good.

10. How had Tricki changed in the two weeks he was at the surgery?

Ans. In two weeks at the surgery Tricki had been transformed into a lithe and hard-muscled animal. He was keeping up well with the other dogs, and stretched out his body as he ran, his chest almost brushing the ground.

C. Answer the following questions in 100–120 words each.

6

1. Mrs Pumphrey kept Tricki in the lap of luxury. But Tricki needed something else. What was it that Mrs Pumphrey could not give Tricki?

Ans. Mrs Pumphrey kept Tricki in the lap of luxury. But it was because of this that Tricki became fat and unhealthy. One fault of Tricki was that he could not refuse food, and so he ate all the cream cakes and chocolates that Mrs Pumphrey gave him. He had different bowls for different mealtimes and different coats for different seasons. Yet all these were not what Tricki needed. He needed plenty of exercise

and play, something which he found at the surgery with the other dogs. The narrator guesses correctly the reason for Tricki's ill health, and so gives Tricki little food but a lot of exercise and play at the surgery.

2. What kind of a life did the animals have at the surgery? How different was it from the life Tricki had? Which life would you have preferred? Give reasons.

Ans. The kind of life that the animals had at the surgery was very different from the life that Tricki had. Tricki was kept in luxury. His rich mistress refused him nothing. He had cream cakes and chocolates, different coats for different seasons, cushions and toys and rings. The dogs at the surgery led a more robust life. They ran and played outdoors, and made a dash for food when it was served. They lived the life as dogs should, with a lot of exercise, the company of other dogs and sufficient food. Tricki had a surfeit of everything, which was unhealthy. For these reasons, I would have preferred the life that the animals had at the surgery.

3. Mrs Pumphrey never came to know that all the coats, beds, toys and food she had given for Tricki had never been used for his treatment. Do you think she should have been told? Why? Why not?

Ans. The narrator had the good sense not to let Mrs Pumphrey know that all the coats, beds, toys and food she had sent for Tricki had never been used. He knew how anxious she could become about the welfare of her pet, to the extent that she could not understand at what point her love became over indulgence. Had Mrs Pumphrey been told, she might have become upset and would have insisted that Tricki be given all those things. It would have made Tricki's treatment difficult. It was the lack of those things that gave Tricki the opportunity to lead the life as dogs should, and in the process return to good health.

4. What kind of a person do you think was Mrs Pumphrey? Discuss her character with reference to the following points:

- (a) Loving
- (b) Anxious
- (c) Protective
- (d) Lack of good judgement
- (e) Impractical

Ans. Mrs Pumphrey is a rich lady who loves her pet dog Tricki dearly. She cares for him as one would for her own child. Tricki has soft cushions, day and night beds, toys and rubber rings, and an assortment of coats to make him feel comfortable in any season. She is anxious about Tricki's well-being, but lacks the good sense to know what is right for him. So when Tricki becomes overweight and listless, she feeds him more, thinking that he needs more nourishment. She is protective about Tricki and almost swoons when the author says that Tricki will need to be taken away and hospitalized. However, well-meaning as she is, she does more harm than good to Tricki because of her over protectiveness and lack of good judgement.

5. A pet becomes as much part of the family as any other member. Yet its needs are different and should be recognized. Write a speech discussing the relevance of this statement with reference to Mrs Pumphrey and Tricki.

Ans. It is true that a pet becomes as much part of the family as any other member. So there is the real danger of the family treating the pet as they would treat one another. It is common for them to regard pets as humans like themselves, and think of his needs in human terms. This includes feeding him food that is meant for human consumption, making him comfortable with cushions, and having an array of coats suited for every season. But the needs of an animal are very different from those of a human. They need the kind of food and exercise that keeps them

lean, well-muscled and healthy. They need objects of basic comfort, not the lap of luxury. Not recognizing this can lead to problems as seen in the condition of Tricki. His mistress's over indulgence makes him overweight and listless to the point that he can hardly move.

2. The Thief's Story

≡ Practice Questions ≡

(Page 160)

A. Read the extracts given below and answer the questions that follow. 5

1. He took me to his room over the Jumna Sweet Shop and told me I could sleep on the balcony. But the meal I cooked that night must have been terrible because Anil gave it to a stray dog and told me to be off. But I just hung around, smiling in my most appealing way, and he couldn't help laughing.

- (a) What does one learn about Anil from this incident? 1

Ans. Anil's response here shows that he was a good-natured, friendly and kind person.

- (b) Fill in the blank with the correct word from the brackets. 1

The word 'appealing' in the sentence 'But I just hung around, smiling in my most appealing way,' shows that Hari knew how to (attract/ please) people.

Ans. please

- (c) What made Hari believe that his attempts to please Anil would be successful? 2

Ans. Anil had given him shelter without knowing anything about him. So Hari had already understood that Anil was a kind and gullible man, and therefore knew it wouldn't be difficult to please him.

- (d) Which unlikely quality made Anil give shelter to Hari? 1

- (i) Kindness
- (ii) Foolishness

(iii) Faithfulness

(iv) Generosity

Ans. (iii) Faithfulness

2. Anil made money by fits and starts. He would borrow one week, lend the next. He kept worrying about his next cheque, but as soon as it arrived he would go out and celebrate. It seems he wrote for magazines — a queer way to make a living!

- (a) Why did Hari find Anil's way of making a living 'queer'? 2

Ans. This was because he was uneducated and had always lived on the streets. He only knew how to make a living from petty crime, and therefore found Anil's profession very odd and unfamiliar.

- (b) What kind of person can one presume Anil to be with regard to his profession? 1

Ans. It shows that Anil was educated and creative, and therefore capable of lofty ideas and deep thinking.

- (c) Which is the likely attitude that Anil exhibits towards money? 1

- (i) Possessive
- (ii) Generous
- (iii) Thrifty
- (iv) Casual

Ans. (iv) Casual

- (d) Fill in the blank with the correct word from the brackets. 1

The phrase 'fits and starts' in the line, 'Anil made money by fits and starts,' refers to Anil earning money (irregularly/ haphazardly).

Ans. irregularly

3. Anil was asleep. A beam of moonlight stepped over the balcony and fell on the bed. I sat up on the floor, considering the situation. If I took the money, I could catch the 10:30 Express to Lucknow. Slipping out of the blanket, I crept up to the bed. Anil was

sleeping peacefully. His face was clear and unlined; even I had more marks on my face, though mine were mostly scars.

- (a) In which ways does the writer subtly make some major contrasts between the two young men at this time? 2

Ans. While Anil slept untroubled and peacefully in the moonlight, Hari, sitting in the dark, was cool-bloodedly plotting to rob him. Hari even compared the older man's unblemished face, while his, at the age of fifteen, was full of scar marks from violence on the streets.

- (b) Which of the following seems like the likely answer to how Hari was feeling towards Anil at this time? 1

- (i) Indifferent
- (ii) Grateful
- (iii) Jealous
- (iv) Loving

Ans. (i) Indifferent

- (c) 'I sat up on the floor, considering the situation?'

What would be Hari's state of mind at this moment from the given context? 1

Ans. Hari was a planner and thought out everything beforehand. At this time he must have had a calm and clear mind.

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'beam' in the line, 'A beam of moonlight stepped over the balcony,' refers to a (glow/ ray).

Ans. ray

4. In my short career as a thief, I had made a study of men's faces when they had lost their goods. The greedy man showed fear; the rich man showed anger; the poor man showed acceptance. But I knew that Anil's face, when he discovered the theft, would show only a touch of sadness.

- (a) What is the reason for a rich man to show anger when he loses his goods? 1

Ans. A rich man shows anger when he loses his goods because his wealth becomes less. His loss makes him poorer.

- (b) In what way do Hari's philosophical musings reveal an important aspect of his personality? 2

Ans. Due to his line of work, Hari had developed the skill of observation. He had the ability to read people's faces and spot a prospective target. He also learned to understand their natures based on their response to being robbed.

- (c) Which of the following was the likely reason for Hari to refer to his profession as a 'short career?' 1

- (i) His education
- (ii) Its newness
- (iii) His age
- (iv) His future

Ans. (iii) His age

- (d) Fill in the blank with the correct word from the brackets. 1

The term, 'made a study of' in the line, 'I had made a study of men's faces when they had lost their goods,' means that Hari used to (check/ observe) them carefully.

Ans. observe

B. Answer the following questions in 40–50 words each. 3

1. Why did Hari say that Anil looked a bit of a wrestler himself?

Ans. Hari was a thief and thought that Anil looked kind and simple enough to be fooled. Hari said that Anil looked a bit of a wrestler himself because he wanted to befriend him, and felt that a little flattery would help.

2. How did Hari make Anil agree to take him in his employment?

Ans. Hari followed Anil when he walked away, and with his most appealing smile said that he would like to work for Anil. He lied that he knew cooking, for that was the one condition that Anil placed before him to take him into his employment.

3. How did Hari know that the food he cooked was terrible?

Ans. Hari knew that the food he had cooked was terrible because Anil could not eat it. Instead, he gave it to a stray dog. He also told Hari to be off as Hari had obviously lied when he had said that he knew cooking.

4. How do we know that Anil was a most trusting person?

Ans. We know that Anil was a most trusting person because he had taken in Hari, a complete stranger, into his employment. He had also given Hari a key to the door of his house which Hari could use to come and go as he pleased.

5. How did Hari justify his decision to rob Anil?

Ans. Hari justified his decision to rob Anil on the ground that he was a careless man. If Hari would not take Anil's money, Anil would only waste it on his friends. Moreover, Anil did not even pay Hari for the work that he did for him.

6. How much money did Hari steal? What did he plan to do once he had stolen the money?

Ans. Hari stole six hundred rupees from Anil. After stealing the money, he planned to catch the 10:30 Express to Lucknow to evade being caught.

7. What did Hari think Anil's face would show when he would find out that he had been robbed?

Ans. Hari thought Anil's face would show only a touch of sadness when he found out that he had been robbed – sadness not for the loss of money, but for the loss of the trust he had placed in Hari.

8. Why did Hari feel nervous when he went back to Anil's room?

Ans. Hari felt nervous when he went back to Anil's room because he was going to return Anil's money. He knew that it was much easier to steal something than to return the stolen thing undetected.

9. What had Hari forgotten in his excitement to steal Anil's money?

Ans. In his excitement to steal Anil's money Hari had forgotten that he would not learn to write whole sentences anymore. He could never become an educated and respected man – a big man – now that he had stolen Anil's money and run away.

10. How did Hari realize that Anil knew about his theft?

Ans. When Anil gave Hari a fifty-rupee note saying that henceforth he would be paid regularly, Hari saw that the note was still wet from the previous night's rain. Hari realized that Anil too must have noticed it and guessed what had happened.

C. Answer the following questions in 100–120 words each. 6

1. How could Anil have known that Hari had tried to rob him? What could he have thought then? Considering yourself as Anil, write a diary entry on your thoughts when you discovered the attempted theft.

Ans. In the morning the notes were wet, which the night before had been dry. From this Anil would have known that the notes had been taken outside in the rain, and no other person could have done it but Hari. Anil's thoughts after discovering the theft would have been one of pain and sadness. Anil had placed a lot of trust in Hari, and despite having limited means, had taken him into his employment. At the same time, he would have tried to reason out why Hari did such a thing. He would have partly blamed himself for not

having paid Hari any salary, which is why he gives Hari a fifty-rupee note and says that he would be paid regularly from then on.

2. Anil is an empathetic employer. Discuss.

Ans. Anil makes money by fits and starts – he has no regular source of income. Yet, he takes Hari into his employment. He catches Hari's lie the very first day when the food he cooks cannot be eaten. But he gives in to Hari's appealing ways, knowing perhaps that the young boy needed food and shelter. He does not pay Hari any salary but overlooks the little money that Hari steals from the daily shopping. He also gives Hari money occasionally to go and watch a movie. When he discovers the attempted theft, he does not let Hari know that he has discovered it. It is almost as if he understands the temptation that Hari could have had in wanting to steal the money. And he also understands the reason why Hari felt impelled to return it. Such instances prove that Anil was an empathetic employer.

3. In the morning Anil gives Hari fifty rupees and says that he will be paid a salary from then on. Why do you think Anil says this? Does Anil see a connection between his not paying Hari a salary and Hari's attempt to steal? Discuss.

Ans. Anil is a kind and empathetic person. He takes Hari into his employment recognizing his need for food and shelter. But having no regular source of income, he is unable to pay Hari any salary. He tries to make up for it by giving Hari some money occasionally to go and watch a movie. But it seems that his inability to pay Hari a salary weighs on his conscience. For, when he realizes that Hari had attempted to steal his money, he does not feel anger. Instead, he pretends not to know anything about it. Also, he gives Hari fifty rupees and says that he will be paid regularly thereafter. It is clear that Anil, being a conscientious person, partly assigns the

blame for the theft to his own inability to pay Hari for his services.

4. 'I was still a thief when I met Anil' the narrator says. What does this imply? Did he give up thieving after he met Anil? Why?

Ans. This implies that the narrator, Hari, gave up thieving after he came to know Anil. He befriended Anil with the aim to rob him. But living with Anil, seeing at first hand how considerate and trusting he was, made Hari undergo a change. Hari had studied human nature enough to know that Anil would not be angry at being robbed, but would feel sad that his trust had been broken. Moreover, Anil had shown Hari the possibility of leading a different life – a life where he would be respected. He had shown Hari the possibilities that education could open up for him. In his excitement to steal, Hari had forgotten this fact. But when he reminds himself of it, he goes back and returns the money. One can correctly guess that Hari changes his ways that point onwards.

5. Anil knew that Hari was making a little money from the daily groceries he bought for the house. Yet he did not seem to mind. What does this tell you about Anil's character?

Ans. Anil was a kind and considerate employer. He made money in fits and starts. He also had to borrow money at times to make ends meet. When he had money, he would lend it to his friends. In such circumstances, he could not afford to keep a servant. When Hari expresses his wish to work for him, he says that he cannot pay Hari. But if Hari could cook for him, he would give him food and the shelter of his house. Being a thief, Hari tries to make the most of this situation. He steals a little money from the daily shopping. Anil knows about it but says nothing. It is as if he understands the temptation that a young person can feel at the sight of money, especially when he is given none for the work

he does. Anil tries to make up for Hari's lack of a salary by giving him money occasionally to watch a movie. This shows Anil as a conscientious person who owns up to his own part in any act that may be blameworthy.

3. The Midnight Visitor

≡ Practice Questions ≡

(Page 170)

A. Read the extracts given below and answer the questions that follow. 5

1. "You are disillusioned," Ausable told him. "But take cheer, my young friend. Presently you will see a paper, a quite important paper for which several men and women have risked their lives, come to me. Some day soon that paper may well affect the course of history. In that thought is drama, is there not?"

As he spoke, Ausable closed the door behind him.

And as the light came on, Fowler had his first authentic thrill of the day.

- (a) For what reason, do you think, Ausable said the following to Fowler? 1

"But take cheer, my young friend."

Ans. Ausable had realized that Fowler was very disappointed about his first meeting with a real-life spy, and said this to make the young man feel better by anticipating a more exciting evening ahead.

- (b) What is the unlikely feeling that Ausable would be feeling while talking about the 'several hundred men and women?' 1

- (i) Regret
- (ii) Admiration
- (iii) Envy
- (iv) Sadness

Ans. (iii) Envy

- (c) In what way did 'Fowler had his first authentic thrill of the day?' 2

Ans. After spending a boring, unexciting evening with the unimpressive Ausable, Fowler was thrilled at encountering a wily stranger wielding a semi-automatic pistol upon entering the room. This is the kind of dangerous excitement he had been expecting.

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'disillusioned' in the line, 'You are disillusioned' refers to Fowler feeling (regretful / disappointed) at meeting Ausable.

Ans. disappointed

2. Ausable moved to an armchair and sat down heavily. "I'm going to raise the devil with the management this time, and you can bet on it," he said grimly. "This is the second time in a month that somebody has got into my room through that nuisance of a balcony!" Fowler's eyes went to the single window of the room.

- (a) For what reason did Ausable have to sit down 'heavily?' 1

Ans. He sat down heavily because he was very fat, and possibly the walk down the long corridor had made him wheezy.

- (b) Which unlikely quality of his did Ausable use when he made a casual mention of the balcony? 1

- (i) Intelligence
- (ii) Far-sightedness
- (iii) Memory
- (iv) Cunning

Ans. (iii) Cunning

- (c) In which ways can both the spies be compared to foxes? 2

Ans. Spies can be compared to foxes because of their ability to escape different situations.

- (d) Fill in the blank with the correct word from the brackets. 1

The term 'raise the devil' in the line, 'I'm going to raise the devil with the management' indicates that Ausable was going to (protest / speak) to the management.

Ans. protest

- (d) In which ways can both the spies be compared to foxes? 2

Ans. Max had the face of a fox, but Ausable thought like a fox. As spies, they were both sharp and intelligent, and used to be in dangerous situations, and like foxes, relied on their cunning to get what they wanted.

3. Max glanced at Fowler, who was standing stiffly not far from Ausable, and waved the gun with a commanding gesture. "Please sit down," he said. "We have a wait of half an hour, I think."

"Thirty-one minutes," Ausable said moodily. "The appointment was for twelve-thirty. I wish I knew how you learned about the report, Max."

- (a) Fill in the blank with the correct word from the brackets. 1

The word 'moodily' in the line, "'Thirty-one minutes,' Ausable said moodily." indicates he was feeling (nervously/ glumly).

Ans. glumly

- (b) What can one infer about Max's behaviour with reference to his words to Fowler? 1

Ans. Max behaved like the host when he politely requested Fowler to sit down. His behaviour showed confidence and control.

- (c) How would Fowler unlikely be feeling during this time? 1

- (i) Resourceful
- (ii) Shocked
- (iii) Helpless
- (iv) Daring

Ans. (iv) Daring

- (d) What does one understand about the relationship between Max and Ausable? 2

Ans. There was a familiarity between the two spies, which shows that they knew each other as old adversaries. They both were very polite and casual in their conversation with each other, though Ausable proved that he was the smarter of the two.

4. Max's face was black with anger as he backed swiftly towards the window. He swung a leg over the sill. "Send them away!" he warned. "I will wait on the balcony. Send them away or I'll shoot and take my chances!"

The knocking at the door became louder and a voice was raised. "Mr Ausable! Mr Ausable!"

- (a) How would Ausable be feeling at this particular time? 1

Ans. Ausable must be feeling very pleased that things were working out to his advantage and that he had of laying the foundation for a cunning escape plan.

- (b) Fill in the blank with the correct word from the brackets. 1

The word 'backed' in the line, 'he backed swiftly towards the window' indicates that Max (retraced / retreated) towards the window.

Ans. retreated

- (c) In what unlikely way would one refer to the knocking on the door? 1

- (i) Miracle
- (ii) Coincidence
- (iii) Providence
- (iv) Precaution

Ans. (i) Miracle

- (d) Which skills did Ausable use to get the better of Max? 2

Ans. Ausable used his sharp and creative mind to cook up a plausible story about a non-existent balcony and some expected police. He stayed calm even while his life was in danger, and let Max feel he was in charge.

B. Answer the following questions in 40–50 words each.

3

1. Who is Fowler? Why was Fowler 'disillusioned'?

Ans. Fowler is a young writer who comes to meet Ausable, a secret agent. Being young, Fowler has romantic notions about secret agents. But Ausable is far from being what Fowler had thought a secret agent would be. He is a sloppy fat man who liked to spend his evenings listening to music. Therefore, Fowler is disillusioned.

2. In which 'thought' is drama, according to Ausable?

Ans. The 'drama' was in the thought that one day the important paper that Ausable was expecting could well affect the course of history.

3. Why did Ausable make up the story about the balcony?

Ans. Ausable made up the story about the balcony to ensure that Max could never pose a threat to him again. The story gave Max the idea that he could escape from the balcony. So when there was a knock at the door and Ausable lied that it was the police come to check on him, Max jumped out of the window thinking he would drop to the balcony below and make his escape. Instead, he fell down the hotel building, leaving Ausable safe.

4. What was Fowler's first authentic 'thrill' of the day?

Ans. Fowler's first authentic thrill of the day happened when Ausable switched on the light of his room. Standing halfway across the room with an automatic pistol in his hand was a man. He was Max, a secret agent, who had come to take the papers from Ausable.

5. How had Max entered Ausable's room? Did Ausable know it?

Ans. Max had entered Ausable's room with a passkey. Ausable may have known it but he pretended otherwise, making Max believe that he thought Max had entered his room from

the balcony which ran under his window.

6. Why was Max's face black with anger?

Ans. Max's face was black with anger because he knew that he had lost his chance of getting the paper. He had not expected that Ausable would take the extra protection of having the police check in on him to see that everything was okay, and so thwart his game.

7. Give a brief description of secret agent Ausable.

Ans. Secret agent Ausable looked anything but a secret agent. He was sloppy and fat, and had a wheezy voice. But he had exceptional presence of mind which is what is required in his area of work. When he is crossed by Max, he quickly comes up with the story of the nuisance of a balcony, and thus saves the day. Ausable may not fit Fowler's idea of a secret agent, but by the end of the story proves smarter than the one who does – Max.

8. Why did Max let himself out through the window? What happened when he did so?

Ans. Ausable had made up a story about there being a balcony under his window through which he thought Max had entered his room. He did this so as to make Max believe that there was an escape route from the room. So when there was a knock on the door, and Ausable informed him that it was the police, Max tried to escape through the window. But there was no balcony under it, and Max fell six floors to the ground.

C. Answer the following questions in 100–120 words each.

6

1. Fowler fails to judge Ausable correctly at first. But Ausable makes a correct guess about Fowler. Discuss.

Ans. Fowler is a young writer, and his mind is full of romantic notions about spying and secret agents, no doubt created by the books he has read. So when he meets Ausable, he is disappointed. Ausable is nowhere near the gun-wielding, charismatic spy of

his imagination; he is fat and sloppy, has a wheezy voice and unflattering American accent. He spends a dull evening in a music Hall, and seems to have no exciting work. But by the end of his meeting, Fowler gets to see the smartness and quick thinking with which Ausable overturns a dangerous situation. Though Fowler is proved wrong, Ausable makes a correct guess about Fowler. He astutely says that Fowler is disappointed on meeting him, and that Fowler's young, romantic imagination had led him to expect something entirely different – a mysterious figure playing with danger, having exciting encounters with dark-eyed beauties and secret messages, and cracking pistols at night.

2. Attempt a character sketch of Ausable. Discuss these points:
 - (a) Patient
 - (b) Calm
 - (c) Astute
 - (d) Quick-thinking

Ans. Ausable is a secret agent, and one who looks anything but in the eyes of Fowler, a young writer who comes to meet him. As the story unfolds, however, we find qualities in Ausable that are rare but indispensable in his field of work. The first quality that strikes us is his calm and patient attitude. He does not panic when Max confronts him with a pistol. Rather, he uses his wits to concoct the story about the balcony. Max believes his story, and is thus outwitted at his own game. In his encounter with Max, it is his quick thinking that saves the day. He is unarmed unlike Max, but wins the battle of wits. Ausable is astute enough to understand Fowler's disillusionment on meeting him. He sees that Fowler's expectations are built on romantic rather than realistic notions about espionage. He astutely knows too that Max would believe his story about the balcony, and thereby have a dire fall in his bid to escape.

3. Write a letter to your friend describing the turn of events that outwitted Max in his own game.

Ans. Dear Arnav,

Max uses a passkey to get into Ausable's room and catch him unawares. Ausable is expecting some important papers, and Max comes to take it from him. Ausable thinks that Max is in Berlin, and therefore is not prepared for an encounter with him. At this juncture, Max's position looks strong – he is armed, his presence is unexpected, and Ausable has no backup plan to bail him out. But Ausable uses his quick thinking to save the situation. He pretends to think that Max has entered his room from the balcony under his window. Max hasn't, for there is no such balcony – it is a story that Ausable cooks up to make Max believe that there is an escape route. Ausable uses his quick thinking again when there is a knock on the door. He says it is the police when it is only the waiter with his drinks. Thwarted at his game, Max tries to escape through the window, and drops six floors below to the ground. The tables have now irrevocably turned in Ausable's favour. There is no chance of Max returning and the papers are safe.

Yours truly,

Anand

4. What kind of a person was Fowler? Base your answer on the details given in the text and what you can extrapolate from them.

Ans. Fowler is a young writer who comes to meet Ausable, a secret agent. Being young, Fowler has an impressionable mind. It is filled with romantic notions about secret agents and the environment they move in – playing with danger, meeting beautiful women who slip in cryptic messages, fending off drug-laced drinks, and wielding guns. Therefore, he is disappointed when he sees Ausable, a laid-back, fat fellow who can think of nothing

more exciting to do than listen to music in the evening. Fowler was looking forward to having a romantic adventure, and so feels let down. He had based his expectations on what he had read about spies and espionage, and his meeting with Ausable, a real spy, comes as a big disappointment. He experiences his first thrill of the evening when Max brandishes a pistol at them. But no amount of reading spy stories prepares him to understand what goes on in Ausable's mind and how he plans to extricate himself from the situation. At the end, he is flabbergasted when it is the waiter who comes in instead of the police. It also takes him a while to understand what has happened to Max.

5. Max fits the general perception of how a secret agent should be. What qualities does Ausable have which the gun-wielding secret agent Max does not have?

Ans. Max fits the general perception of how a secret agent should be. He is perhaps close to what Fowler was expecting to see in Ausable. But Max proves the lesser of the two when it comes to quick thinking and cleverness. Ausable wins hands down in the battle of wits. Ausable has no gun; an intruder, that too Max, who Ausable thinks is in Berlin, is the last thing he expects at the close of an uneventful evening. So when Ausable enters his room and finds Max flashing his pistol at him, one would expect the loss of his papers as a foregone conclusion. But it is such crisis that tests the true mettle of a spy, and Ausable passes the test with flying colours. He makes up a story about a balcony under his window that can be used to get in and out of his room. Max falls for the lie and tries to use that route to escape. But there is no balcony, and Max jumps out of the window only to hurtle down six floors. Max is unable to see through the mind game that Ausable plays. He may be good at his work, but it is Ausable who is a master at springing surprises.

4. A Question of Trust

≡ Practice Questions ≡

(Page 179)

A. Read the extracts given below and answer the questions that follow. 5

1. Now, walking in the bright July sunshine, he felt sure that this year's robbery was going to be as successful as all the others. For two weeks he had been studying the house at Shotover Grange, looking at its rooms, its electric wiring, its paths and its garden.

- (a) What was the likely reason why Horace had to study the paths of the garden? 1

- (i) Their location
- (ii) For escaping
- (iii) For reaching
- (iv) Hiding loot

Ans. (ii) For escaping

- (b) What do we learn about Horace from the planning he did for the robbery? 1

Ans. Horace was a very thorough and meticulous man. He did not take any chances.

- (c) In which way had the owners of the house themselves made it vulnerable for thieves? 2

Ans. The entire information of the house along with a detailed map had been published in a magazine. The article, along with the map, also mentioned that the safe was concealed behind a painting. All this information made Horace's job quite simple.

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'studying' in the line, 'For two weeks he had been studying the house,' means that he had been (watching/observing).

Ans. observing

2. How foolish people are when they own valuable things, Horace thought. A magazine article had described this house, giving a

plan of all the rooms and a picture of this room. The writer had even mentioned that the painting hid a safe!

But Horace found that the flowers were hindering him in his work. He buried his face in his handkerchief.

- (a) Fill in the blank with the correct word from the brackets. 1

The word 'hindering' in the line 'But Horace found that the flowers were hindering him,' shows that they were (hampering/ delaying) him in his work.

Ans. hampering

- (b) Which of the following was unlikely for the magazine to have printed? 1

- (i) Owners' name
- (ii) Location
- (iii) Safe's combination
- (iv) Size of house

Ans. (iii) Safe's combination

- (c) Why was this particular afternoon chosen by Horace to commit the robbery? 2

Ans. The family who lived here had gone away to London, and the two servants had gone for a movie. Therefore, Horace could comfortably work without any worry or risk as he knew he wouldn't be interrupted for about four hours.

- (d) Why did Horace feel that people became foolish when they owned valuable things? 1

Ans. Horace realized that rich people loved to show off their wealth, like the owners of the house who had foolishly published information and pictures of their house in a magazine.

3. The voice was suddenly sharp. "Why should I? You were going to rob me. If I let you go, you'll only rob someone else. Society must be protected from men like you."

Horace smiled. "I'm not a man who threatens society..."

- (a) What impression does one get about the lady from the given context? 1

'Society must be protected from men like you.'

Ans. She was very civic-minded and principled, as she felt that thieves like Horace harmed society and needed to be punished.

- (b) What is the likely punishment which Horace could get if caught stealing? 1

- (i) Deportment
- (ii) Exile
- (iii) Death
- (iv) Prison

Ans. (iv) Prison

- (c) For which reasons did Horace believe he was not a threat to society? 2

Ans. Horace believed he was not a threat to society because he stole only from wealthy people. He had never harmed anyone, and according to him, he stole for 'a very good reason,' which was to be able to buy rare, expensive books.

- (d) Fill in the blank using the correct word from the brackets. 1

The word 'sharp' in the line 'The lady's voice was suddenly sharp' means that her voice became (loud/ shrill).

Ans. shrill

4. "Just leave it to me and you'll have them within an hour. But I'll have to break your safe."

"Don't worry about that. My husband won't be here for a month, and I'll have the safe mended by that time."

And within an hour Horace had opened the safe, given her the jewels, and gone happily away.

- (a) How do you think the lady must have felt when the jewels were handed to her? 1

Ans. The lady would have felt very pleased with herself, and would perhaps be laughing inwardly at Horace.

- (b) What emotion would Horace unlikely have felt when he got to know who the lady had been? 1

- (i) Shock
- (ii) Admiration
- (iii) Funniness
- (iv) Foolishness

Ans. (iii) Funniness

- (c) In which ways was the lady in red the better thief? 2

Ans. Horace was an older, more experienced thief, but the young lady managed to deceive him with her acting skills. By threatening to call the police, she manipulated him into doing what she wanted. Worse, he went to prison while she got off scot-free.

- (d) Fill in the blank using the correct word from the brackets. 1

The word 'mended' in the sentence, 'I'll have the safe mended by that time' means that the lady was going to get the safe (repaired / renovated).

Ans. repaired

B. Answer the following questions in 40–50 words each. 3

1. What did Horace Danby like to collect? What did he do for it?

Ans. Horace Danby loved to collect rare and expensive books. To be able to pay for them, he planned carefully and robbed a safe every year.

2. How did Horace Danby plan to buy the three interesting books that were coming up for sale in autumn?

Ans. Horace Danby planned to buy the three interesting books that were coming up for sale in autumn by robbing the safe at Shotover Grange.

3. How did Horace Danby get into the house at Shotover Grange?

Ans. Horace Danby had seen the housekeeper of Shotover Grange hang the key to the kitchen door on a hook outside. He took this key and let himself into the house through the kitchen.

4. Why were the flowers in the drawing room hindering Horace Danby in his work?

Ans. Horace Danby was susceptible to hay fever in summer. The big bowl of flowers on the table in the drawing room made his nose tickle and he sneezed. He had to bury his face in his handkerchief to work.

5. Why did Horace Danby find it easy to open the safe?

Ans. Horace had a business of locks and safes and had worked with them all his life. So he found it easy to open the safe at Shotover Grange.

6. What did Horace Danby hear the voice say from the doorway?

Ans. Horace heard the voice ask from the doorway whether he had a cold or hay fever. It went on to say that hay fever could be cured with a special treatment if the plant that gives the person the disease is known. It advised Danby to see a doctor if he was serious about his work, as his sneeze could be heard from the top of the house.

7. What made Horace Danby think that he could avoid trouble if he treated the woman the right way?

Ans. The woman was young and pretty, and seemed amused rather than angry or scared to see a burglar in the house. It made Danby think that she might let him go if he treated her the right way.

8. On what condition did the lady say she would let Horace Danby go?

Ans. The lady had left her jewels in the safe. She wanted to wear them to a party that night, but had forgotten the numbers to open the safe. The lady said that if Danby could open the safe for her, she would let him go.

9. Why did Horace Danby never get the chance to rob another safe?

Ans. Horace Danby never got the chance to rob another safe because he was arrested for the robbery at Shotover Grange. The pretty young lady, whom Danby had thought was the mistress of the house, was a thief like himself who had tricked him. She had robbed all the jewels after Danby had opened the safe.

10. What had led the police to arrest Horace Danby for the robbery at Shotover Grange?

Ans. Horace Danby's fingerprints were all over the living room at Shotover Grange. Danby had taken off his gloves to offer his cigarette lighter to the young lady, who he had thought was the mistress of the house. Then he had set about to open the safe for her without putting the gloves back on.

C. Answer the following questions in 100–120 words each. 6

1. Write a short note on the young lady at Shotover Grange who fooled Horace Danby and stole all the jewellery.

Ans. Before going to rob the safe at Shotover Grange, Horace Danby had made sure that there was no one at the house. So the presence of a lady comes as a shock. The lady is young and pretty, with a kindly but firm voice. When Danby sneezes, she asks if he has a cold or hay fever. She seems amused rather than angry or frightened at his presence. Her composure and poise makes Danby feel that if he treats her well, she may agree to let him go. The lady, however, is a consummate con artist. She is in the same trade as Danby is. Though considerably younger than Danby, she has great presence of mind and knows how to turn a situation in her favour. She lets Danby think that she is the mistress of the house, and says that she can let him go on the condition that he open the safe for

her as she has forgotten the numbers. Danby gladly opens the safe for her and escapes, but is arrested later for having robbed the safe. The lady makes off with the jewels without leaving any trace behind.

2. Describe in detail how Horace Danby planned his robbery at Shotover Grange.

Ans. Horace Danby had studied the house at Shotover Grange for two weeks. He had looked at its rooms, its electrical wiring, its paths and gardens. He had got other details about the house from a magazine article. It had described the house, giving a plan of all the rooms with a picture of the living room. It also stated that the living room had a safe behind a painting. One afternoon in July, Danby saw the two servants of the house go out for the movies. So he packed his tools in a bag and went over to Shotover Grange. He had seen the housekeeper hang the key to the kitchen door on a hook outside, and he used this key to let himself into the house.

3. Horace Danby tells the lady that he steals only from people who have a lot of money. Does this make Horace less blameworthy? Discuss.

Ans. Stealing only from people who have a lot of money does not make Horace Danby any less blameworthy. A theft is a theft, no matter from whom the money is stolen. Danby tells the lady that he steals for 'a very good reason'. However, collecting rare and precious books does not qualify as a very good reason. It does not, for example, help the poor in any way who may be in need of the money. It only satisfies a fetish that Danby nurtures. In a way, Danby's obsession is also like an investment. At one point he wonders whether he should collect paintings instead of books, but then dismisses the thought. So his love for collecting certain things cannot constitute a good reason for robbing others, however rich.

4. Horace Danby had studied Shotover Grange for two weeks. Yet he did not know the people who lived in that house, and believed the young lady to be the wife of the owner. Do you think it was a big lapse on his part as a seasoned robber? Discuss.

Ans. It was indeed a big lapse on the part of Danby that he did not know the people who lived at Shotover Grange. He had studied the place for two weeks, had read a magazine article on the house, and yet gets fooled by a young woman into thinking that she is the lady of the house. It is all the more strange as the real mistress is a gray-haired, sharp-tongued woman of sixty, who could not be more different than the young, pretty and soft-spoken lady Danby encounters in the house. Danby should have also taken into account the possibility of the family returning before time. It could be that he was taken aback at the presence of the lady when he was sure that he was the sole occupant of the house, and could not think critically enough to realize that such a young person could not be the owner's wife. In all, it was a lapse that led to the undoing of a seasoned robber like Danby.

5. In prison, Horace Danby often thinks about the charming, clever young lady who tricked him. What could Horace be thinking about her? Write a diary entry considering yourself as Horace.

Ans. Dear Diary,

This is the hundredth day of my incarceration and yet, the memory of that young lady has not faded. My pals around here have informed me that she goes by the name Irene Adler. It could not have been more appropriate. I can see her face clearly, as if that night had transpired last week.

I still cannot believe that she got the better of me. Oh! Why did I ever let me guard down? I guess I was rather charmed by her presence. She did not look like a thief to me. Then

again, even I had managed to fly under the radar for several years.

'Things are never what they seem.'

These are words to live by, indeed.

6. In 'The Question of Trust', readers end up harbouring a degree of sympathy for the criminal. Similarly, in 'A Thief's Story', one warms up to the narrator. What does this reveal about a reader's relationship with characters that commit crimes? Can you think of an example from the syllabus where the reader does not sympathize with a criminal?

Ans. Writers and storytellers attempt to direct the reader's sympathies in order to make their narratives engaging to the latter. There are few truly unsympathetic characters; in fact, many interesting characters are made so by their striking flaws, or by actions like crime, that many would be repelled by in real life. Horace Danby is perceived by the reader as more than any common thief: he is said to be seen as a respectable, upstanding citizen by others. The motive for his crimes is his interest in books, and so the reader does not see him as a morally condemnable criminal.

The boy who narrates 'The Thief's Story' has suffered much and also possesses some ethical fibre. In his friendship with Anil, he is sketched as a perfectly normal youth. So, even when he succumbs to temptation and steals from his benefactor, the reader is drawn into his moral dilemma, and continues to follow his actions as those of a person, not simply those of a petty criminal. A contrast can be found in the character of Max in 'The Midnight Visitor': he is depicted as odd and potentially violent, though not 'especially menacing.' The reader is thus ready to cheer his literal fall in that story.

5. Footprints without Feet

≡ Practice Questions ≡

(Page 188)

A. Read the extracts given below and answer the questions that follow. 5

1. Thus it was that he became a homeless wanderer, without clothes, without money, and quite invisible — until he happened to step in some mud, and left footprints as he walked!

He escaped easily enough from the boys who followed his footprints in London. But his adventures were by no means over. He had chosen a bad time of the year to wander about London without clothes.

- (a) Why does the author say that Griffin 'had chosen a bad time of the year?' 2

Ans. In order to escape from his landlord, an invisible Griffin escaped to the streets. But to avoid being noticed, he had to remove his clothes. It was the middle of winter and it was bitterly cold to be homeless and without clothes.

- (b) Which of the following is an unlikely term to describe Griffin at this point? 1

- (i) Wanderer
- (ii) Convict
- (iii) Shelterless
- (iv) Criminal

Ans. (ii) Convict

- (c) 'He escaped easily enough from the boys who followed his footprints in London.'

What does one understand about the two boys from the given quotation? 1

Ans. Like all children, the two boys were curious about the strange thing they had seen.

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'adventures' in the sentence, 'But his adventures were by no means over,'

means that he still had to go through other (events/ experiences).

Ans. experiences

2. He soon found a suitable shop. He made his way, invisible, upstairs and came out a little later wearing bandages round his forehead, dark glasses, false nose, big bushy side-whiskers, and a large hat. To escape without being seen, he callously attacked the shopkeeper from behind, after which he robbed him of all the money he could find.

- (a) Fill in the blank with the correct word from the brackets. 1

The word 'suitable' in the line, 'He soon found a suitable shop,' means that he found a shop which had items (correct/ appropriate) for his needs.

Ans. appropriate

- (b) What inference can one make about Griffin from the way he attacked the shopkeeper? 1

Ans. It was apparent from the cruel attack that Griffin made on the shopkeeper from the back that had a violent streak in him.

- (c) Which of the following is an unlikely reason for Griffin to have chosen that particular shop? 1

- (i) Greed
- (ii) Desperation
- (iii) Suitability
- (iv) Convenience

Ans. (i) Greed

- (d) Which unpleasant streaks in his nature does Griffin display in his visit to the shop? 2

Ans. In order to disguise himself while on the run, Griffin stole clothes and other things from the store. He then proceeded to callously attack the poor shopkeeper from behind and then rob him of all his money.

3. But the stolen money did not last long, and presently Griffin had to admit that he had no more ready cash. He pretended, however,

that he was expecting a cheque to arrive at any moment.

Shortly afterwards a curious episode occurred.

- (a) What would have been the state of Griffin's mind at this time? 1

Ans. Griffin would have started to worry about how to get more money, now that it had started running low.

- (b) Why was it important for Griffin to get more cash? 2

Ans. Griffin had booked two rooms at the local inn in Iping, and had paid in advance from the money he had stolen from the shopkeeper in London. He also had to pay for his meals and other expenses, which further depleted his funds.

- (c) Which of the following was an unlikely reason for Griffin to continue staying in the same inn? 1

- (i) Peace
- (ii) Privacy
- (iii) Solitude
- (iv) Weather

Ans. Weather

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'curious' in the line, 'Shortly afterwards a curious incident occurred,' means that something (unusual/unexpected) happened.

Ans. unusual

4. Mrs Hall almost fell down the stairs in hysterics. She was convinced that the room was haunted by spirits, and that the stranger had somehow caused these to enter into her furniture.

"My poor mother used to sit in that chair," she moaned. "To think it should rise up against me now!"

- (a) In all likelihood, what made Mrs Hall believe that the room was haunted by spirits? 1

(i) Bloody floor

(ii) Loud screams

(iii) Flying objects

(iv) Low moaning

Ans. (iii) Flying objects

- (b) What was the true story of the 'haunted room?' 2

Ans. When the Halls came snooping into Griffin's room, it made him so angry, that he frightened them with the furniture. But because he was invisible, they could not see him. Therefore they thought there were ghosts in the room.

- (c) 'Mrs Hall almost fell down the stairs in hysterics.'

What does one infer about Griffin's behaviour from the given context? 1

Ans. Griffin had displayed utmost cruelty in making the old couple undergo such a harrowing experience.

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'moaned' in the line, "My dear mother used to sit in that chair," she moaned,' means that she was (whispering/whimpering) while talking.

Ans. whimpering

B. Answer the following questions in 40–50 words each. 3

1. Who was the person making muddy footprints? What was remarkable about him?

Ans. Griffin, a scientist, had been making the muddy footprints. What was remarkable about him was that he was invisible. So the footprints seemed to appear from nowhere.

2. Why is Griffin described as a lawless person?

Ans. Griffin has been described as a lawless person because he set fire to his landlord's house because the landlord disliked him and had tried to evict him. He also attacked and robbed the shopkeeper in Drury Lane.

3. Why was it a bad time to wander about London without clothes?

Ans. It was a bad time of the year to wander about in London without clothes because it was mid-winter and the air was bitterly cold.

4. What happened when Griffin did not wake up in good time at the London store?

Ans. By the time Griffin woke up at the London store, the shop assistants had already arrived. When Griffin saw a couple of them approaching him, he panicked and ran. They gave him the chase, and Griffin was able to escape only by taking off his new-found clothes.

5. How did Griffin clothe himself at the shop in Drury Lane?

Ans. Griffin wanted to find not only clothes but also something that would hide the empty space above his shoulders. So at a shop in Drury Lane which sold theatrical stock, he wrapped bandages around his forehead, and wore dark glasses, a false nose, bushy side-whiskers and a large hat.

6. What made Mrs Hall think that her guest was an eccentric scientist?

Ans. Mrs Hall thought that her guest was an eccentric scientist because he had a strange and uncommon appearance. Moreover, he made it clear that his reason for coming to Iping was a desire to be alone, and he did not wish to be disturbed in his work.

7. Why did the landlord and his wife decide to investigate Griffin's room? What gave them the opportunity to do so?

Ans. The landlord and his wife found Griffin strange but excused his reclusive behavior and irritable temper as the eccentricity of a scientist. His door was always shut and locked, but that morning it was wide open. The opportunity to go inside and investigate seemed too good to be missed.

8. Why was Mrs Hall convinced that Griffin's room was haunted by spirits?

Ans. Mrs Hall was convinced that Griffin's room was haunted by spirits because Griffin's hat on the bedpost leapt up and dashed at her face, and then the chair sprang up and charged at her. The chair pushed her and her husband out of the room, and seemed to slam and lock the door after them.

9. What made people suspect that the strange scientist had a hand in the burglary at the clergyman's house?

Ans. The news of the burglary at the clergyman's house came on the heels of the strange happenings in the scientist's room at the inn. Suspicion that he had a hand in the burglary was strengthened when he suddenly produced ready cash to pay his dues when not long ago he had admitted to having no money.

10. What kind of a policeman was Jaffers?

Ans. Jaffers was the village constable. He was a man of duty. Though he was surprised that he had to arrest a man without a head, he did not let it deter him. He had the magistrate's warrant for the scientist's arrest, and he tried his best to carry it out.

11. Why was it not possible for Jaffers and the other people at the inn to get hold of Griffin?

Ans. It was not possible for Jaffers and the other people at the inn to get hold of Griffin because he was becoming more and more invisible by throwing off one garment after another, till the point came when they had to catch someone they could not see at all.

C. Answer the following questions in 100–120 words each. 6

1. The invisible scientist was quick-tempered. How do we know this? Do you think it helped him or harmed his interests? Discuss.

Ans. We know that the invisible scientist was quick-tempered because he becomes furious

when Mrs Hall confronts him and demands to know from where he got the money and how was it that he came out of an empty room and entered a locked room. His quick temper harmed rather than helped his interests. It antagonized others towards him. His reclusiveness and short temper only made people suspect him more. It also gave his secret away. In his anger at Mrs Hall's questions, he began to throw off his bandages, side-whiskers, spectacles and false nose till he became headless to everyone's horror.

2. Imagine you are one of the people at the Inn. Write a letter to your friend describing about what happened the day Jaffers came to arrest Griffin.

Ans. Delhi

22 February 20XX

Dear Sobha,

That day the eeriest things happened in the room the scientist was lodged in – his hat flew at Mrs Hall and the chair charged at her, and pushed her and her husband out of the room. There was also the news of burglary at the clergyman's house. When confronted by Mrs Hall, the stranger became furious and began to throw off his bandages. By the time our village constable Jaffers came to arrest him, he was already headless. Jaffers found it difficult to catch hold of him as he was throwing off his garments and becoming more and more invisible. Some people tried to help him, but they were hit by blows that seemed to come from nowhere. In the end when Jaffers made a last attempt to hold on to the invisible scientist, he was knocked unconscious. The scientist shook himself free and escaped.

Yours lovingly,

Anuradha

3. Write a note on all that Griffin did inside the store in London. What happened the morning after?

Ans. Griffin had slipped into a big London store to get some warmth. When the store closed for the day, he clothed and fed himself. He broke open boxes and wrappers and fitted himself out with warm clothes. In the kitchen of the restaurant, he ate meat and coffee and followed it up with sweets and wine taken from the grocery store. He finally went to sleep on a pile of quilts. He was late in waking up the next morning. The shop assistants had already arrived. He panicked and ran, and was chased by them. In the end, he was able to escape only by taking off the clothes he had worn. Griffin was once again invisible, naked and cold in the chilly January morning.

4. Griffin is a brilliant scientist who discovers a way to make the human body invisible. In the natural course of events, Griffin would have been honoured and applauded. But he is not. Rather, he lives a difficult life like a fugitive. Why?

Ans. There is no doubt that Griffin is a brilliant scientist. He discovers something that hitherto had only been heard about in myths and legends – the ability of a person to become invisible. However, in the story we find that Griffin is on the run like a petty fugitive. Griffin does not make his discovery known to the scientific community. If he had, he would certainly have been honoured and applauded. Given his lawless nature, it is not difficult to understand why he keeps the discovery to himself – Griffin intends to use the discovery for personal gains. Invisibility gives him power over others, and the ability to do things unnoticed. We see this in the way he attacks and robs the shopkeeper at Drury Lane and burgles the clergyman's house in Iping. Griffin certainly does not wish to use his discovery for the common good; that his intentions are evil is evident in his attempt to keep it a secret from others.

5. Invisibility is a curse rather than a boon. Discuss with reference to Griffin's experiences as an invisible man.

Ans. As an invisible man, and one who wishes to keep his invisibility a secret, Griffin has a difficult time. In the chilly weather of mid-winter, Griffin cannot wear clothes for then he would become visible. There would be nothing to wear on the face, so he would look a scary figure with a body but no head. To lead a normal life, Griffin needs to look like a normal person. So he clothes himself, wraps his face in bandages, wears spectacles, a false nose, bushy side-whiskers and a hat, and so completes his physical form. It is difficult to move around with such attire, not to mention the strange appearance it gives him. It is, therefore, not surprising that at Iping he keeps to himself and shuns the friendly advances of others. Invisibility might seem like a boon in that it gives Griffin a lot of power, but it also makes leading a normal life an impossibility.

6. You have been chosen to address the school during a programme on 'The Role of Science in the 21st Century.' Prepare the presentation draft, with reference to Elbright's ethically sound career and Griffin's unscrupulous use of his scientific discovery.

You may begin this way:

Good morning, everyone.

Today, I would like to discuss the importance of ethics in science with respect to research areas and application of research.

You may end this way:

To conclude Thank you for listening patiently.

Ans. Good morning, my teachers, schoolmates, and friends. Today, as we participate in this science fair, all of us are learning new things about various branches of science, I

am reminded of the life story of a world-renowned scientist, Dr Richard H. Ebright. As a youngster, Ebright was fascinated by butterflies, and collected and studied them as a hobby. But he first thought of turning this interest into research for a science fair. He first attempted to study a viral disease in caterpillars for a fair like this one, then tested a theory of his own in his project for the next one. It was from this childhood interest that he began his scientific career in studying the life and structures of cells.

All young scientists must learn from this story: how Dr Ebright went on from project to project with ever-growing curiosity, and a commitment to the values of science, the natural world, and people in this world. While such stories inspire, others caution. I am a fan of science fiction, and I'm sure many of you are too. Many books and movies of this genre explore the perils of scientific advancement without any ethical oversight. Wells' story of *The Invisible Man* is also about a scientist named Griffin, but he is not the kind of scientist any of us should want to be. Having achieved invisibility through his efforts in scientific research, Griffin proceeds to use this revolutionary discovery merely to bully and steal from others. He is a contemptible human being, and not simply a good or bad scientist. This is an apt parable for people of science: what moral values do you uphold on your quest to learn, invent, progress knowledge? I would like you all to ponder this too as you approach the complex dilemmas that are everywhere in the scientific world. Thank you for being such an engaged audience for me today.

6. The Making of a Scientist

≡ Practice Questions ≡

(Page 199)

A. Read the extracts given below and answer the questions that follow. 5

1. She and her son spent almost every evening at the dining room table. "If he didn't have things to do, I found work for him — not physical work, but learning things," his mother said. "He liked it. He wanted to learn."

And learn he did. He earned top grades in school. "On everyday things he was just like every other kid," his mother said.

- (a) 'She and her son spent almost every evening at the dining room table.' What can we infer about Ebright's mother from the given context? 1

Ans. As a single parent, she was a completely devoted mother, who encouraged her son to learn new things.

- (b) Which of the following about Ebright's situation was the unlikely reason for his rather isolated living? 1

- (i) Lack of siblings
- (ii) Fatherless
- (iii) Friendless
- (iv) Absence of family

Ans. (iv) Absence of family

- (c) In which way is it true that 'A child's first teacher is his mother?' Answer with reference to the relationship between mother and son. 2

Ans. Ebright's mother was the driving factor behind all his learning. She took him on trips, bought him microscopes, telescopes, and any other equipment which helped him to learn. She motivated him by giving him numerous opportunities to learn new things.

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'earned' in the line 'He earned top grades in school,' means that Ebright (accomplished/attained) excellent marks at school.

Ans. attained

2. So the next step for Ebright was to raise a flock of butterflies. He would catch a female monarch, take her eggs, and raise them in his basement through their life cycle, from egg to caterpillar to pupa to adult butterfly ... For several years his basement was home to thousands of monarchs in different stages of development.

- (a) For what likely reason did Ebright use the basement to keep the butterflies? 1

- (i) Its darkness
- (ii) Its size
- (iii) Its isolation
- (iv) Its temperature

Ans. (ii) Its size

- (b) What can one infer about Ebright from the given extract? 1

Ans. One infers that Ebright was extremely innovative, and serious about any project that he put his mind to.

- (c) Why did Ebright decide to raise flocks of butterflies instead of catching them? 2

Ans. As the butterfly collecting season was short, Ebright ran short of butterflies to tag. Besides, it was impossible to chase them one by one to catch them. Therefore, he decided to raise butterflies so that he had plenty of butterfly wings to tag.

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'stages' in the line '...his basement was home to thousands of monarchs in different stages of development,' refers to their growing (phases / levels).

Ans. phases

3. Already the competitive spirit that drives Richard Ebright was appearing. "I knew that for the next year's fair I would have to do a real experiment," he said. "The subject I knew most about was the insect work I'd been doing in the past several years."

So he wrote to Dr Urquhart for ideas, and back came a stack of suggestions for experiments. Those kept Ebright busy all through high school and led to prize projects in county and international science fairs.

- (a) 'So he wrote to Dr Urquhart for ideas, and back came a stack of suggestions for experiments.'

What do we learn about Dr Urquhart from the given context? 1

Ans. Despite being a busy writer and scientist, Dr Urquhart was very helpful to the young boy.

- (b) What likely role did Dr Urquhart adopt in the young boy's life? 1

- (i) An inspiration
- (ii) A teacher
- (iii) A motivator
- (iv) An enabler

Ans. (iii) A motivator

- (c) What were the factors that compelled Ebright to take part in competitions? 2

Ans. After losing once in a science fair, Ebright was determined to try again. Besides, he was now clear about what he needed to do in order to win. He also did not hesitate to take the guidance of an experienced scientist..

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'stack' in the line '...and back came a stack of suggestions for experiments,' means that Dr Urquhart sent him a (carton / pile) of suggestions to work with.

Ans. pile

4. Richard Ebright has been interested in science since he first began collecting butterflies — but not so deeply that he hasn't time for other interests... He also found someone to admire — Richard A. Weiherer, his social studies teacher and adviser to both clubs. "Mr Weiherer was the perfect person for me then. He opened my mind to new ideas," Ebright said.

- (a) '...but not so deeply that he hasn't time for other interests.' What do we learn about Ebright from the given context? 1

Ans. Ebright was an all-rounder and enjoyed a variety of interests besides science.

- (b) Who were the other two special people who Ebright was lucky to be influenced by? 2

Ans. In his childhood, his mother steered his mind towards discovery and a love for learning. Dr Urquhart guided him by giving him numerous suggestions for experiments and set him on his path of discoveries.

- (c) Fill in the blank with the correct word from the brackets. 1

The term 'opened my mind' in the line 'He opened my mind to new ideas' means that his teacher taught him how to look at things from newer (perspectives/attitudes)

Ans. perspectives

- (d) Which of Ebright's activities likely reflect Ebright's sharp scientific eye for details? 1

- (i) Debating
- (ii) Canoeing
- (iii) Sports
- (iv) Photography

Ans. (iv) Photography

B. Answer the following questions in 40–50 words each. 3

1. What theory by twenty-two year old Ebright excited the world? Where did he explain this theory?

Ans. At the age of twenty-two, Richard H. Ebright excited the scientific world with a new theory on how cells work. He explained the theory in an article in the *Proceedings of the National Academy of Science*.

2. What had Ebright collected by the time he was in the second grade?

Ans. By the time he was in the second grade, Ebright had collected all twenty-five species of butterflies found around his hometown in Reading, Pennsylvania.

3. Why did Ebright lose interest in tagging butterflies?

Ans. Ebright began to lose interest in tagging butterflies because it was tedious work and there was not much feedback. In all the time that he tagged butterflies, only two were recaptured, and that too not more than seventy-five miles from where he lived.

4. When and how did Ebright get a hint of what real science is?

Ans. Ebright got a hint of what real science is when he was in the seventh grade. He had entered the county science fair and lost. He realized that science was about real experiments and not just making a neat display.

5. How did Ebright prepare for the next science fair after failing to win any prize in the first?

Ans. Ebright knew that for the next science fair, he would have to do real experiments. He wrote to Dr Urquhart for ideas, and received many suggestions for experiments, which kept him busy all through high school.

6. How did Dr Urquhart help Ebright win prizes in county and international science fairs?

Ans. After failing to win any prize at the county science fair in the seventh grade, Ebright wrote to Dr Urquhart for ideas to do real experiments. He received plenty of suggestions from Dr Urquhart which kept him busy all through high school and led to prizes in county and international science fairs.

7. What did Ebright try to prove in his science project in the ninth grade?

Ans. In his science project in the ninth grade, Ebright tried to prove that birds do in fact eat monarch butterflies. He found that a starling would not eat bird food but would eat all the monarchs it could get.

8. What did Ebright begin researching which led to his new theory on the life of cells? At which year in school did Ebright begin this work?

Ans. Ebright began researching an unknown insect hormone which he had discovered. It led to his new theory on the life of cells. Ebright began this work in his second year at high school.

9. What experiment did Ebright carry out in his senior year at high school? What recognition did Ebright receive because of it?

Ans. In his senior year at high school, Ebright grew cells from a monarch's wing in a culture and showed that the cells would divide and develop into normal butterfly wing scales only if they were fed the hormone from the gold spots. It won the first place for zoology at the International Science and Engineering Fair.

10. If Ebright's theory about how cells can read its DNA is proved correct, what uses can it have and what new ideas can it lead to?

Ans. If Ebright's theory proves correct, it will be a big step towards understanding the processes of life. It might also lead to new ideas for preventing some types of cancer and other diseases.

C. Answer the following questions in 100–120 words each. 6

1. What question propelled Ebright to discover an unknown insect hormone? What else did he discover because of it?

Ans. The question that propelled Ebright to discover an unknown insect hormone was:

What is the purpose of the twelve tiny gold spots on a monarch pupa? It led him to discover that the spots were producing a hormone necessary for the butterfly's full development. It also led him to understand how cells read the blueprint of their DNA.

2. Write a character sketch of Ebright's mother.

Ans. For Ebright's mother, her son was her whole life after her husband died. Ebright was in the third grade then. In Reading, where Ebright grew up, there was nothing much to do, and his mother was his only companion till he started school. Ebright's mother would do many things with him. She would spend every evening with him at the dinner table doing various things that would make Ebright learn. If Ebright did not have anything to do, she found it for him. Ebright had a natural inclination towards learning. But his bright and curious mind was encouraged and nurtured by his mother. She took him on trips, bought him telescopes, microscopes, cameras, mounting materials, and many other equipment that would help him learn. Ebright may not have reached the heights of excellence that he did had it not been for the loving support that his mother gave him in his childhood.

3. What mystery has puzzled scientists for a long time? How did Ebright come by the theory that can explain the mystery?

Ans. The mystery that has long puzzled scientists is how the cell can read the blueprint of its DNA. Ebright came by this theory when he did further research into the insect hormone produced by the tiny gold spots on a monarch pupa. He had already proved that the hormone was necessary for the butterfly's full development. He next identified the hormone's chemical structure, and then a year and a half later, while looking at the X-ray photos of the structure, he got the idea for his new theory about cell life.

4. According to the author, what are the ingredients needed to make a scientist? How does Ebright fulfil them?

Ans. According to the author, a first-rate mind, curiosity and the will to win for the right reasons are the ingredients needed to make a scientist. Ebright has all three qualities. Ebright is naturally intelligent, which makes him find learning easy. Growing up in Reading, Pennsylvania, where there was nothing much to do, Ebright's bright mind was not deterred. He collected things – rocks, fossils, coins, and most importantly, butterflies. Ebright has a curious mind, and this drives his learning. The book on butterflies which his mother gave him opened up the world of science to Ebright. However, it was his inability to win a prize at a science fair in the seventh grade that made him realize what real science is. His will to win and do better each time reflected in the experiments he carried out, from challenging old notions about the purpose of gold spots on the monarch pupa to solving one of biology's greatest puzzles – how the cell can read its DNA.

5. Reading the book *The Travels of Monarch X* was a turning point in Ebright's life. Discuss.

Ans. Ebright was a bright and curious child who loved to learn. Reading in Pennsylvania was therefore not an ideal place for him to grow up in, for there was nothing much one could do there. So he collected things – coins, fossils, rocks and butterflies. By the time he was in the second grade, Ebright had collected all twenty-five species of butterflies found around his hometown. That would perhaps have been the end of Ebright's interest in butterflies had not his mother gifted him a book called *The Travels of Monarch X*. The book, which told how monarch butterflies migrate to Central America, opened up the world of science to Ebright. His interest in butterflies continued and resulted in discoveries that led him to win awards and recognition. His ground-breaking

theory about how the cell can read its DNA is also the result of his unflagging research into the subject of butterflies.

7. The Necklace

≡ Practice Questions ≡

(Page 209)

A. Read the extracts given below and answer the questions that follow. 5

1. "But, my dearie, I thought it would make you happy. You never go out, and this is an occasion, and a fine one! Everybody wishes one, and it is very select; not many are given to employees. You will see the whole official world there."
- (a) Which of the following aspect of the ball would likely have tempted Mms Loisel to attend it? 1
- (i) The glamour
 - (ii) The attendees
 - (iii) The colleagues
 - (iv) The rarity

Ans. (i) The glamour

- (b) Fill in the blank with the correct word from the brackets: 1
- The word 'fine' used in the sentence, 'This is an occasion, and a fine one!' shows that Mr Loisel considered the evening to be (memorable/ special).

Ans. special

- (c) State what one can deduce about Mr Loisel from the given context: 'You never go out, and this is an occasion...'. 1

Ans. One can deduce that Mr. Loisel was a caring husband who was attentive to his wife's interest in social occasions.

- (d) What do you think Mr Loisel's reactions were when he got the invitation? 2

Ans. Mr Loisel must have been honoured, elated and proud to be one of the few chosen

employees who had received an invitation. But his happiness must have been more for his wife as he thought she would be excited, and he wanted to make her happy.

2. The day of the ball arrived. Mme Loisel was a great success. She was the prettiest of all — elegant, gracious, smiling and full of joy. All the men noticed her, asked her name, and wanted to be presented.

She danced with enthusiasm, intoxicated with pleasure, thinking of nothing but all this admiration, this victory so complete and sweet to her heart.

- (a) Fill in the blank with the correct word from the brackets. 1

The word 'presented' in the line 'All the men noticed her, asked her name, and wanted to be presented,' means that the men at the ball wanted to be (introduced/ displayed) to Mme Loisel.

Ans. introduced

- (b) In what way was this ball Matilda's dream come true? 1

Ans. Matilda had always secretly dreamed of being in the midst of riches and elegant people. And this ball gave her the opportunity to showcase her beauty and be admired by all.

- (c) That evening was the stuff that dreams were made of.

How was this true for Matilda? 2

Ans. Till that day, Matilda had only dreamed of living a glamorous life, surrounded by beauty and elegance. That evening her dreams came true. She was no more a frustrated, unhappy, poor housewife, but a princess who shone like a star.

- (d) Which reaction was unlikely felt by Mr Loisel that evening when he saw his wife dancing at the ball? 1

- (i) Shame
- (ii) Admiration

- (iii) Pride
- (iv) Happiness

Ans. (i) Shame

3. At the end of a week, they had lost all hope. And Loisel, older by five years, declared, "We must replace this jewel."

In a shop of the Palais-Royal, they found a chaplet of diamonds, which seemed to them exactly like the one they had lost. It was valued at forty thousand francs. They could get it for thirty-six thousand.

- (a) How would Mme Loisel have felt when the necklace was not found? 1

Ans. She must have felt terribly guilty and responsible for the calamity that had fallen on them.

- (b) Which of the options is a likely reason for Loisel feeling 'older by five years?' 1

- (i) Anger
- (ii) Fear
- (iii) Shame
- (iv) Insomnia

Ans. (ii) Fear

- (c) For what probable reasons did Loisel decide to replace the necklace rather than own up to the truth? 2

Ans. Mr Loisel probably thought that, being poor, his wife would be accused of stealing it by the rich Forestiers. He could not risk her going to prison for it, and in his naivety and fear, decided to replace it instead.

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'valued' in the line 'It was valued at forty thousand francs,' means that that was the (price/expense) of the necklace.

Ans. price

4. She approached her. "Good morning, Jeanne." Her friend did not recognise her and was

astonished to be so familiarly addressed by this common personage. She stammered, "But, Madame — I do not know — you must be mistaken—"

"No, I am Matilda Loisel."

Her friend uttered a cry of astonishment, "Oh! my poor Matilda! How you have changed!"

- (a) How Matilda would have felt when she saw Jeanne on the street? 1

Ans. Matilda must have felt overwhelmed and initially would have hesitated to talk to her.

- (b) Fill in the blank with the correct word from the brackets. 1

The word, 'astonishment' in the line, 'Her friend uttered a cry of astonishment,' shows that her friend was (surprised/shocked).

Ans. shocked

- (c) What is the reader unlikely to feel towards Matilda at this moment? 1

- (i) Pity
- (ii) Admiration
- (iii) Sadness
- (iv) Delight

Ans. (iv) Delight

- (d) Besides her looks, what else had Matilda lost in these ten years? 2

Ans. Matilda had lost her comfortable home and life-style, her grace, her youth and her dreams, as well as precious time with her husband who spent entire days working. She also lost her friend who had always shown her kindness.

B. Answer the following questions in 40–50 words each. 3

1. Why did Matilda suffer incessantly?

Ans. Matilda suffered incessantly because she was pretty and felt born for all the luxuries of life. But she had married a petty clerk, and so could not afford any of the fine things

she loved. The poverty of her circumstances therefore angered and tortured her.

2. Why did Mme Loisel start weeping after she read the invitation? What did she ask her husband to do?

Ans. Mme Loisel started weeping after she read the invitation because she had no suitable dress to wear to such an occasion. She asked her husband to give the invitation to any colleague of his whose wife was better fitted out than she was.

3. What did Monsieur Loisel suggest when Matilda voiced her sadness at not having any jewel to wear?

Ans. When Matilda voiced her sadness at not having any jewel to wear, Monsieur Loisel suggested that she wear some natural flowers, for they would look very chic in that season.

4. What did Matilda choose from the jewels that Mme Forestier showed her?

Ans. Matilda chose a superb necklace of diamonds from the jewels that Mme Forestier showed her.

5. What was the 'frightful disaster' that had overtaken the Loisels?

Ans. Matilda had borrowed a diamond necklace from Mme Forestier to wear to the party. But on her way back home, she had lost it. This was the 'frightful disaster' that had overtaken the Loisels.

6. What did Mme Forestier say when Matilda went back to her to return the necklace?

Ans. When Matilda went back to Mme Forestier to return the necklace, she said in a frigid tone that Matilda should have returned the necklace to her earlier for she might have needed it.

7. What did Monsieur Loisel do to repay the loan that they had to take to buy the necklace?

Ans. Apart from his day job, Monsieur Loisel worked in the evenings as well, putting the books of some merchants in order. Often,

at nights he did copying work at five sous a page. He did this hard work for ten years to repay the loan he had taken to buy the necklace.

8. What would Matilda often think about when her husband was away at office?

Ans. When her husband was away at office, Matilda would often sit before the window and think of the ball she had attended many years ago. She would think of how beautiful she had looked and how flattered she had felt with all the attention she had received.

C. Answer the following questions in 100–120 words each. 6

1. 'How singular is life, and how full of changes!' Matilda thinks. Discuss the truth of this statement in light of what happens to Matilda.

Ans. Matilda is pretty and fond of the fine things of life. But she is born to a humble family of clerks and married to one as well. She cannot hope for the luxury of fine clothes and jewels. So when her husband gives her the invitation to a ball, she is upset rather than happy. She has nothing suitable to wear. Loisel gives her money to buy a suitable dress, but then comes the problem of the lack of any jewel to go with the dress. Loisel suggests that Matilda borrow one from her friend Mme Forestier as she is quite wealthy. Matilda does, and she has the loveliest time of her life at the party. Disaster strikes, however, when she loses the necklace she had borrowed. What follows is ten years of struggle and hardship to repay the loan they have to take to replace the necklace. Life is indeed full of changes for Matilda – the best evening of her life suddenly changes into the most frightful. It is singular too that the modest life she grudges seems luxurious when compared to the harsh life she comes to lead.

2. Had Mme Loisel been content with her lot in life, she would not have had to suffer so much. Discuss.

Ans. Had Mme Loisel been content with her lot in life, she would indeed not have to suffer so much. Matilda is pretty and loves fine frocks and jewels. But she cannot not have them as she is married to a clerk who can hardly afford such luxury. The poverty of her circumstances makes Matilda unhappy. So when Loisel receives a ministerial invitation, Matilda is upset rather than pleased. She has neither any suitable dress nor any jewel to wear to the ball. Loisel buys her a dress, and she borrows a diamond necklace from her friend Mme Forestier. But as luck would have it, she loses the necklace the very night she wears it. Loisel decides to replace the necklace, and for that they have to take a huge loan. It takes ten long years of hard work to repay the loan. Matilda does all the odious work of the house herself, while Loisel works in the evenings and nights too. By the end of it, Matilda resembles a coarse woman, a far cry from the pretty, young lady she once was.

3. The Loisels had been scrupulously honest. They returned the necklace even if they had to run into huge debts for it. Yet, had they been honest with Mrs Forestier at the beginning, they could have avoided ten years of hardship. Write a speech to be delivered in the class discussing the irony of the situation.

Ans. When Matilda loses the diamond necklace, Loisel decides to replace it. He is scrupulously honest and borrows a large sum of money to buy something similar and just as valuable. The Loisels then toil for ten long years to repay the loan. Loisel works mornings, evenings and nights, while Matilda does all the odious housework herself. Matilda is no longer her pretty, young self; she looks like a hardened old woman of a poor household who haggles till the last penny at the grocer's and butcher's. Yet, the Loisels could have been spared this miserable life had they confessed to Mme Forestier at the very beginning that they had lost her necklace. They would then

have known that the diamonds were false and not worth more than five hundred francs. It is ironical that despite being scrupulously honest, they hid the truth from Mme Forestier. Had they been honest with her, they could have avoided ten years of hardship.

4. Describe the character of Monsieur Loisel. List some of the negative as well as positive qualities.

Ans. Monsieur Loisel is a petty clerk in the office of the Board of Education. He loves his wife dearly, and is grieved that Matilda should be so unhappy at the thought of going to the ball. He gives her all the money he had been saving to buy a gun so that she can buy herself a suitable dress for the party. He solves the problem of the jewel too by suggesting that Matilda borrow one from her friend. After the loss of the necklace, he is scrupulously honest and replaces it, even if it means taking huge loans. He works mornings, evenings and nights for ten years to repay the loan. All these are positive qualities. However, had Loisel been a little more mature, his decisions could have been better thought out and taken. Being older than Matilda by five years, he should have foreseen the risk in borrowing someone else's jewels. Also, he declares that they would replace the necklace. He does not consider that they should inform Mme Forestier of the loss and then replace it. Had he been honest in this respect, he would have avoided long years of misery for himself and his wife.

5. 'The Necklace' is a story with an unexpected 'twist' at the end. Discuss.

Ans. 'The Necklace' is the story of young and pretty Matilda who loves all objects of luxury but can ill afford them. Born into a family of clerks and married to a clerk as well, she has no hopes of ever being rich. She is unhappy because of this. The invitation to the party too vexes her as she neither has a dress nor jewels to wear. She borrows a diamond necklace

from her wealthy friend but loses it. What follows is years of hardship for the Loiseles as they work hard to repay the loan they take to replace the necklace. By the time the loan is repaid, Matilda has changed from a young and pretty lady to a coarse and common woman. However, she is content and at peace. But at the end of the story, we have an unexpected twist – the diamond necklace for which the Loiseles suffer so much is really a bauble. Had the Loiseles confessed to Mme Forestier that they had lost her necklace, they would not have had to suffer so much.

8. Bholi

≡ Practice Questions ≡

(Page 220)

A. Read the extracts given below and answer the questions that follow. 5

1. Bholi was seven years old when Mangla was married. The same year a primary school for girls was opened in their village. The tehsildar sahib came to perform its opening ceremony. He said to Ramlal, “As a revenue official you are the representative of the government in the village and so you must set an example to the villagers. You must send your daughters to school.”

- (a) ‘The same year a primary school for girls was opened in their village.’ What does one understand from this about life in the village? 1

Ans. So far, girls in the village had never been educated because there was no school for them.

- (b) Fill in the blank with the correct word from the brackets. 1

The word ‘representative’ in the sentence, ‘you are the representative of the government means that Ramlal was (deputed/ordered) to speak or act on the government’s behalf.

Ans. deputed

- (c) From amongst her sisters, Bholi was chosen to be sent to school. Why was this? 2

Ans. Bholi’s parents were sure Bholi would never get married, and this was their way of getting her out of the house. Therefore, she was the obvious choice from the other girls in the house to be sent to school.

- (d) What likely term would one give Bholi’s unexpected chance at education, keeping in mind the subsequent story? 1

- (i) Surprise
- (ii) Necessity
- (iii) Blessing
- (iv) Punishment

Ans. (iii) Blessing

2. The colours fascinated her — the horse was brown just like the horse on which the Tehsildar had come to visit their village; the goat was black like the goat of their neighbour; the parrot was green like the parrots she had seen in the mango orchard; and the cow was just like their Lakshmi. And suddenly Bholi noticed that the teacher was standing by her side, smiling at her.

- (a) Fill in the blank with the correct word from the brackets. 1

The word ‘fascinated’ in ‘The colours fascinated her,’ shows that Bholi found the colourful pictures (interesting/appealing).

Ans. interesting

- (b) What does one learn about Bholi from the given context? ‘...the horse was brown just like the horse on which the Tehsildar had come to visit their village...’ 1

Ans. From this one learns that though Bholi was a silent child, she was extremely observant and noticed all details.

- (c) What were the signs which showed that Bholi had the potential for learning? 2

Ans. When Bholi saw a picture of animals, she was drawn to it. She used her own experiences to identify the animals and their colours, which was a clever and unique thing to do. This showed that she did have the capability to learn.

(d) What feature does one not spot in Bholi's responses to the pictures? 1

- (i) Creativity
- (ii) Imagination
- (iii) Visualization
- (iv) Coordination

Ans. (iv) Coordination

3. "Ye-Ye-Yes." And Bholi herself was astonished that she had been able to say it.

"Didn't I tell you? Now take this book."

The book was full of nice pictures and the pictures were in colour — dog, cat, goat, horse, parrot, tiger and a cow just like Lakshmi. And with every picture was a word in big black letters.

"In one month you will be able to read this book. Then I will give you a bigger book, then a still bigger one."

(a) Fill in the blank with the correct word from the brackets. 1

The word 'astonished' in the line, '... and Bholi herself was astonished that she could say it,' means that she was (puzzled/astounded) by what she had done.

Ans. astounded

(b) What was the significance of Lakshmi in Bholi's life? 1

Ans. Bholi had been very attached to her old cow, Lakshmi, a lot and missed her after she was sold. Therefore, she associated any cow she saw with Lakshmi.

(c) Good teachers know how to bring out the best in students. How do you associate this statement with Bholi's teacher? 2

Ans. The teacher affectionately praised Bholi each time she conquered her fear. She instilled a sense of confidence in Bholi with kind words, and assured her that she could be more learned than anyone else in the village. She lit hope in Bholi's heart.

(d) What is the likely inference one can make to explain Bholi's stammer? 1

- (i) Lack of self-worth
- (ii) Natural shyness
- (iii) Fear of others
- (iv) A birth defect

Ans. (i) Lack of self-worth

4. "Pitaji!" said Bholi in a clear loud voice; and her father, mother, sisters, brothers, relations and neighbours were startled to hear her speak without even the slightest stammer.

"Pitaji! Take back your money. I am not going to marry this man."

(a) What made Bishamber ask for dowry to marry Bholi? 1

Ans. Bishamber felt cheated when he got to know about Bholi's disfigurement, and to avenge this humiliation, he greedily asked for dowry to marry her.

(b) Which likely aspect of Bholi's life is revealed from the reactions of everyone when they heard her speak? 1

- (i) Her loneliness
- (ii) Her confidence
- (iii) Her education
- (iv) Her neglect

Ans. (iii) Her education

(c) For what reasons did Bholi refuse to marry Bishamber? 2

Ans. Bishamber had not just humiliated Bholi before everyone, but also her father. Besides, he had asked for dowry which her father did not have. She stood up for her father's honour and dignity, and refused to marry a mean and greedy man.

- (d) Fill in the blank with the correct word from the brackets. 1

The phrase, 'speak without even the slightest stammer' means that Bholi spoke (continuously/ fluently)

Ans. fluently

B. Answer the following questions in 40–50 words each. 3

1. Describe Ramlal's household.

Ans. Ramlal had seven children — three sons and four daughters. It was a prosperous farmer's household and there was plenty to eat and drink. All the children except Bholi, the youngest, were healthy and strong. The sons were in the city studying in schools and colleges. The eldest daughter had already been married, and the second daughter's marriage had also been settled.

2. Why was Ramlal worried about Bholi?

Ans. Ramlal was worried about Bholi because she was neither good-looking nor intelligent. Her entire body was scarred by deep pock marks. Mentally too, she was backward compared to other children of her age.

3. When Ramlal could not find the courage to disobey the *tehsildar*, what did his wife suggest?

Ans. Ramlal's wife suggested that he send Bholi to school. There was little chance of her getting married as she was ugly and lacked sense. It would be better if the teachers at school worried about her.

4. Why had new clothes never been made for Bholi?

Ans. New clothes had never been made for Bholi because she wore the old dresses that her sisters passed on to her. No one cared for her enough to buy her new clothes.

5. What did Bholi see around the walls of her classroom that fascinated her?

Ans. Bholi saw a lot of pictures on the walls of her classroom. The pictures were colourful

and fascinated her. They reminded her of the birds and animals she saw in her village.

6. Why was Bholi's heart throbbing with a new hope and a new life?

Ans. Bholi's heart was throbbing with a new hope and a new life because her teacher had given her a book and said that in time Bholi would be more learned than anyone else in her village. She would be able to speak without a stammer and people would listen to her with respect.

7. What changes could be seen in the village as the years passed?

Ans. As the years passed, the village became a small town. The primary school became a high school. There was a cinema and a cotton ginning mill. The mail train began to stop at their railway station.

8. Why were Bholi's elder sisters envious of her?

Ans. Bholi's elder sisters were envious of her because she was getting married to Bishamber Nath, who was a well-to-do grocer. He had a big shop, a house of his own and several thousands in the bank. Moreover, he came to the wedding with a lot of pomp and splendour.

9. Why were Bholi's father, mother, sisters, brothers, relations and neighbours startled to hear her speak?

Ans. Bholi was a late speaker, and when she started to speak, she stammered. At her wedding, however, everyone was startled to hear Bholi speak because she did so in a loud and clear voice, without the slightest stammer.

10. What did Bholi tell her father once the bridegroom's party and all the guests had left?

Ans. After the bridegroom's party and all the guests had left, Bholi told her father that she would teach in the same school where she had learnt so much, and would look after him and her mother in their old age.

C. Answer the following questions in 100–120 words each. 6

1. Write a note on the character of Bholi's mother.

Ans. Bholi's mother does not care for Bholi as a mother should because she is ugly and a simpleton. She showers her care and affection on her other children who are healthy and good-looking. Bholi is never given new or clean clothes to wear, and her dry matted hair is seldom oiled or bathed. Bholi's mother thinks of her as a burden. She agrees to send Bholi to school so that she does not have to worry about her. Being uneducated, she thinks that sending girls to school mars their prospects of getting married. So rather than sending her other daughters, she sends Bholi who, according to her, has little chance of being married. For her, Bholi is a 'dumb cow', and she has no hesitation in marrying her off to a lame old man with grown-up children.

2. Who do you think was more sensitive as a parent – Bholi's mother or her father? Write a diary entry on your thoughts regarding the above statement.

Ans. Friday, 27 February

Of the two parents, Bholi's father seems to be more sensitive than Bholi's mother. Neither give her any care or attention, but we know that Bholi's father worries about her. He is hesitant about Bishamber's proposal, but Bholi's mother is not. He voices his concern over Bishamber's age and his limp, but Bholi's mother brushes it off. She considers Bholi lucky to find a groom at all, let alone a prosperous one like Bishamber. The fact that he does not want a dowry makes him all the more suitable. Bholi's father is also concerned about Bholi's opinion on the matter. Her mother, on the other hand, has no such thoughts. For her, Bholi is a 'dumb cow' who will do as she is told.

3. Discuss the role of the teacher in Bholi's life.

Ans. The teacher is perhaps the only person in Bholi's life who understands her pain and wishes to help her. From the very first day at school, she takes Bholi under her wings. She gives Bholi books to read, and promises to make her an educated person whom the whole village would respect and listen to. She assures Bholi that she would be able to speak without a stammer, and no one would ever laugh at her again. Her kind assurances give Bholi a new hope and a new life. When we next see Bholi, she is a grown-up woman with a mind of her own. She refuses to marry a greedy person like Bishamber, and silences all voices of criticism. When asked by her father what she would do, she answers that she would take care of him and her mother and teach at the same school where she has learnt so much. No doubt it is Bholi's teacher who has instilled such values in her and taught her to stand up against injustice. She has made the 'witless' Bholi strong and independent enough to not only take care of herself but also her ageing parents.

4. Bholi's mother suggests that Bholi be sent to school because no one would marry her anyway. What does this tell you about Bholi's mother?

Ans. This tells us that Bholi's mother cares little for Bholi. She wants to send Bholi to school not because she wishes to educate her, but to save her other daughters from the misfortune of remaining unmarried. Being uneducated herself, Bholi's mother does not support sending girls to school. According to her, it spoils a girl's chance of getting married. So she does not want her other daughters to attend school. Bholi, being ugly and witless, would remain unmarried anyway. So to satisfy the tehsildar, she advises her husband to send Bholi to school. It would also be a way to unburden themselves as the teachers at school would take care of Bholi. Bholi's mother is perhaps a product of a society that places little

value on girls. They are merely burdens to be offloaded through marriage. That education can make them self-reliant is a thought that never occurs to her.

5. What kind of a person do you think Bishamber was? Discuss the following points about his character:
- (a) Greedy
 - (b) Opportunist
 - (c) Calculative

Ans. Bishamber is a well-to-do grocer who sends a marriage proposal for Bholi. He owns a big shop, has his own house and several thousands in the bank. However, he is old, almost the same age as Bholi's father, and has grown-up children from his first wife. It is perhaps because of this that he demands no dowry. However, when he sees the pock marks on Bholi's face, he senses in it an opportunity to make money. He demands five thousand rupees for marrying her. He is triumphant when he gets the money for it is a gamble that has paid off. This shows his calculative side – he had guessed that Ramlal would give him the money to save himself from dishonour. His greed is not only seen in his demand for money, but also his wish to marry a much younger person.

6. A character arc is the transformation or development of a character throughout a story and refers to the changes a character undergoes as a result of his/her experiences, challenges and interactions with other characters.

In light of the above information, trace the character arc of Bholi.

Ans. The reader first sees Bholi as a very abject figure: a young girl, neglected, mocked, and voiceless. She even speaks little, on account of her stammering and supposed lack of intelligence. Her pockmarks have robbed her of any potential beauty, which is often the only attribute of value for young women in

patriarchal societies; she meekly accepts her consequent low status. However, Bholi begins to transform when she is taken by her father to school to commence her education: initially scared and confused, she is wonderstruck by pictures and letters, so unfamiliar are these to her. Having known only her home earlier, she is initiated into the new space of the classroom. She learns and participates in activities among other children, and even her stammer begins to fade.

When her marriage is fixed, she issues no objection, since women are not given much volition in her society in such matters. However, when her groom tries to use her lack of beauty (due to her pockmarks) to demand a larger dowry, she rejects the union and finds her own voice to act by. She deflects all the comments on her family's honour; ironically, she is supposed to uphold this abstract quality even from her lowly position in her family. Under great pressure, she decides to act fearlessly for herself, and resolves to live with and take care of her parents instead of marrying. Her compassion for them is admirable, given that they have done little for her personal growth. It is her education that inspires and enables her to become a more powerful, decisive person, and to magnify her formerly repressed character.

9. The Book that Saved the Earth

≡ Practice Questions ≡

(Page 230)

A. Read the extracts given below and answer the questions that follow. 5

1. A sign on an easel reads:
MARS SPACE CONTROL
GREAT AND MIGHTY THINK-TANK,
COMMANDER-IN-CHIEF
(Bow low before entering)

NOODLE: (bowing) O Great and Mighty Think-Tank, most powerful and intelligent creature in the whole universe, what are your orders?

THINK-TANK: (peevishly) You left out part of my salutation, Apprentice Noodle. Go over the whole thing again.

- (a) In all likelihood, the Commander-in-Chief mirrored the behaviour of which person? 1

- (i) A minister
- (ii) A king
- (iii) An officer
- (iv) A businessman

Ans. (ii) A king

- (b) What does one infer about Think Tank as a leader from the sign? 1

Ans. One infers that Think Tank was too full of false pride and believed himself to be the most important being amongst all.

- (c) Fill in the blank with the correct word from the brackets. 1

The word 'peevishly' tells us that Think Tank felt (angry/ irritated) at Noodle.

Ans. irritated

- (d) A narcissist is a person who has excessive admiration for himself. For which reasons could Think-Tank be considered to be one? 2

Ans. Think-Tank was definitely a narcissist. The board outside his room heaped titles on him and ordered everyone to bow before him. The apprentices had to praise him with flowery adjectives and long descriptions of his greatness before they could state their work.

2. THINK-TANK: Elementary, my dear Omega. Hold one of the items up so that I may view it closely. (Omega holds a book on the palm of her hand.) Yes, yes, I understand now. Since Earth creatures are always eating, the place

in which you find yourselves is undoubtedly a crude refreshment stand.

- (a) 'Elementary, my dear Omega.' What kind of tone does the playwright likely employ here when he makes Think Tank utter the well-known lines of the great detective, Sherlock Holmes? 1

- (i) Mocking
- (ii) Joking
- (iii) Sarcastic
- (iv) Funny

Ans. (i) Mocking

- (b) Fill in the blank with the correct word from the brackets. 1

The 'crude refreshment stand' mentioned by Think Tank would refer to a modern-day (food-stall/ food-cart).

Ans. food-stall

- (c) 'Since Earth creatures are always eating, the place in which you find yourselves is undoubtedly a crude refreshment stand.'

What can one infer about Think-Tank from the given context? 1

Ans. This statement shows how illogical and ignorant Think-Tank was.

- (d) For what hilarious reason did Think-Tank mistake a library for a refreshment stand? 2

Ans. The reason why Think-Tank did this was because he identified the books as sandwiches, which was part of a human diet. He mistook the front and back covers as two slices of bread, and the pages as a kind of filling.

3. THINK-TANK: What does it say? Tell me this instant. Transcribe, Omega.

OMEGA: Yes, sir. (She reads with great seriousness.)

Mistress Mary, quite contrary,

How does your garden grow?

With cockle shells and silver bells

And pretty maids all in a row.

- (a) 'What does it say? Tell me this instant.'
What does one infer about Think-Tank's tone from the given context? 1

Ans. Think- Tank was an impatient being and wanted things to happen immediately and what the others were laughing about.

- (b) Fill in the blank with the correct word from the brackets. 1
The word 'transcribe' means that Think-Tank wanted Omega to (reproduce / interpret) what was written.

Ans. interpret

- (c) What were the possible reasons for the Martians to misunderstand what was in the book? 2

Ans. The Martians did not know the language the book was written in, and neither did they know it was a book for children full of innocent rhyme. Think-Tank took it all literally, and with doses of his own intelligence, misinterpreted it completely.

- (d) For what likely reason did Omega read out the content of the book seriously? 1

- (i) It was boring
- (ii) It was incomprehensible
- (iii) It was historical
- (iv) It was of importance

Ans. (iv) It was of importance

4. OOP: Yes, sir. (reading)

Humpty Dumpty sat on the wall,
Humpty Dumpty had a great fall;
All the King's horses and all the King's men,
Cannot put Humpty Dumpty together again.
Oh, look, sir. Here's a picture of Humpty Dumpty. Why, sir, he looks like — he looks like — (turns large picture of Humpty Dumpty towards Think-Tank and the audience)

- (a) What would have been the unlikely reaction of the audience when the picture of Humpty Dumpty was held up? 1

- (i) Howling
- (ii) Clapping
- (iii) Laughter
- (iv) Horror

Ans. (iv) Horror

- (b) What was the similarity between Humpty Dumpty and Think-Tank? 1

Ans. Both Humpty Dumpty and Think Tank had had large balloon-like heads.

- (c) What important message does the play convey about the importance of books? 2

Ans. The importance of books, even if it is a children's one, cannot be stressed enough. In the play it is clear that it is they who will save humanity from being destroyed at the hands of ignorance and stupidity, and creatures like Think-Tank.

- (d) Fill in the blank with the correct word from the brackets. 1

The word 'great' used in the line, '... had a great fall,' means that Humpty Dumpty had a (significant/ terrible) tumble.

Ans. terrible

B. Answer the following questions in 40–50 words each. 3

1. What was the strangest thing that a book ever did for the people of Earth?

Ans. The strangest thing that a book ever did for the people of Earth was to save them from a Martian invasion. In fact, the invasion could never take place because the book stopped it before it could begin.

2. What does Think-Tank ask his mirror?

Ans. Think-Tank asks his mirror who is the most fantastically and intellectually gifted being in the land.

3. At the beginning of Scene 2, what are Captain Omega, Lieutenant Iota and Sergeant Oop seen doing?

Ans. At the beginning of Scene 2, Captain Omega, Lieutenant Iota and Sergeant Oop are seen inside the Centerville Public Library. Captain Omega is opening and closing card catalogue drawers in a confused fashion, Lieutenant Iota is counting books in a bookcase, and Sergeant Oop is opening and closing a book, turning it upside down, riffling through its pages and shaking his head.

4. What does Think-Tank think the Earth structure to be? What does he say the books in the library are?

Ans. Think-Tank thinks that the Earth structure is a kind of crude refreshment stand. The books in the library are sandwiches, which according to Think-Tank, is the staple diet of the people on Earth.

5. What is the 'insignificant bit of data' that floated into Noodle's mind about the 'sandwiches'?

Ans. The insignificant bit of data that floated into Noodle's mind about the 'sandwiches' was that surveyor films of the sandwiches showed Earthlings using them as a kind of communication device, and not eating them.

6. What does Think-Tank ask the Martians on Earth to do with the 'communication sandwiches'? What do the Martians say?

Ans. Think-Tank asks the Martians on Earth to listen to the communication sandwiches. The Martians say that they cannot hear anything. Perhaps they are not on the same frequency, or the Earthlings have sharper ears than they have, or maybe the communication sandwiches do not make sounds at all.

7. What makes Think-Tank think that the Earthlings have reached a high level of civilization?

Ans. Think-Tank thinks that Earthlings have reached a high level of civilization because he misinterprets the rhymes in Mother Goose to mean that Earthlings have learnt to grow precious metals and explosives like crops, and

have taught their animals music and space techniques. He thinks that the Earthlings could be launching an interplanetary attack of millions of cows.

8. How did an old book of nursery rhymes save Earth from a Martian invasion?

Ans. The ruler of Mars, Think-Tank, misinterprets the innocent rhymes of Mother Goose as an invasion of Mars by Earth with the aim to capture him. The picture of Humpty Dumpty resembles Think-Tank, and the mention of his fall terrifies him. He immediately gives orders to the Martians to vacate Earth and escapes to Alpha Centauri, a hundred million miles away.

9. How are relations between Earth and Mars five hundred years later?

Ans. Five hundred years later, the relations between Earth and Mars are friendly. Earthlings have taught Martians the difference between sandwiches and books. They have also taught the Martians to read, and have established a library in their capital city of Marsopolis.

10. What is the one book that the Martians can never bring themselves to read? Why?

Ans. The one book that the Martians cannot bring themselves to read is Mother Goose. This is because the verses in the book remind them of the imminence of an attack on Mars by Earthlings.

C. Answer the following questions in 100–120 words each. 6

1. Why was the twentieth century called the Era of the Book?

Ans. The twentieth century was called the Era of the Book because during that period there were books on every conceivable topic – from anteaters to Zulus. Books taught people everything they needed to know – how to do things, when to do them, where to do them, and why to do them. They explained all things and educated people. Books were

even used for decoration.

2. Noodle succeeds Think-Tank as the ruler of Mars. What kind of a ruler do you think Noodle is? Write a diary entry.

Ans. Friday, 28 February 20XX

As a ruler, Noodle is the opposite of Think-Tank. He has been described as 'wise and wonderful'. During the reign of Think-Tank, it is clear to see that it is Noodle who makes all the useful suggestions. He is indispensable as an apprentice, for all Think-Tank really does as ruler is gloat over his greatness. Unlike Think-Tank, Noodle is not interested in invading other planets and spreading his rule in the universe. Rather, he develops friendly relations with Earth. This has far greater uses than waging a war. The Earthlings teach the Martians how to read and build a library in their capital city. As any wise and able ruler, Noodle values the benefits of peace over the spoils of war.

3. Write a note on the character of Think-Tank.

Ans. Think-Tank is the ruler of Mars. He is power-hungry and obsessed with himself. He makes apprentice Noodle repeat his salutation because Noodle missed a part of it. He admires himself in the mirror, and thinks himself to be very handsome. But Think-Tank is not as great as he would like to believe. He makes a series of silly interpretations. He thinks the library on Earth to be a refreshment stand and the books to be sandwiches. He misinterprets the rhymes of Mother Goose to mean that Earthlings are planning an attack on Mars to capture him. He wants to invade Earth, and thinks that Earthlings would have their sights on Mars. Despite being great and mighty and most powerful, Think-Tank is a coward. Fearing an invasion by Earth, he escapes to Alpha Centauri, a hundred million miles away from Mars.

4. Describe any four qualities that you think Noodle has.

Ans. Noodle is wise, humble, resourceful and peace-loving. Noodle's wisdom can be seen in everything he says and does. Think-Tank might like to believe that he is the most intellectually gifted being in the universe, but he relies on his apprentice Noodle for advice and suggestion. Noodle is resourceful as he gives the right information at the right time, such as reminding Think-Tank of the use of vitamins. However, he offers all help with humility, knowing perhaps that Think-Tank would not like to be contradicted or corrected. Unlike Think-Tank, Noodle is peace-loving. On becoming ruler, he encourages good relations between Mars and Earth. He understands that a policy of peace has far more uses than one of dominance over others.

5. Describe how a single book stopped a Martian invasion of the Earth.

Ans. The Martians-Captain Omega, Lieutenant Iota and Sergeant Oop – are part of a probe mission to Earth which the ruler of Mars, Think-Tank, wishes to invade. When Think-Tank establishes contact with them, they are in a library. On his instructions, Omega starts reading the rhymes from the book Mother Goose. But Think-Tank interprets them in a wholly different light. He thinks that Earthlings have reached a very high level of civilization to grow explosives like crops and teach space techniques to domesticated animals. He fears that Earth could be launching an interplanetary attack of millions of cows. When Omega reads out 'Humpty Dumpty', Think-Tank becomes terrified. The picture of Humpty Dumpty in the book looks just like him, and he interprets Humpty Dumpty's fall as an impending attack on him. Think-Tank orders the Martians to leave Earth immediately. He gives up plans to invade Earth and escapes to Alpha Centauri, a planet hundred million miles away.

6. Imagine a conversation between Think-Tank and an Earthling. What would they discuss, and how? Complete the set of dialogues in 120 words. You may begin like this...

Think-Tank: What is that device you're holding using your limb? Why is it blinking?

Earthling: This? (points at his mobile phone and Think-Tank nods) Oh, this is a telecommunication device.

Ans. Earthling: How are you, Think-Tank?

Think-Tank: You do not address me like that, Earthling. What is that in your hand?

Earthling: This? This is for telecommunications. We call it a phone. Have you never seen one before?

Think-Tank: Of course I have! I have always used phones to communicate with my Martian minions. I just don't have one right now!

Earthling: Hm, then you probably know how to use one easily. But I thought you were studying some of our books?

Think-Tank: We have done that. We have collected all the books we could find in Amazon warehouses and have placed them in a special library mothership. We know everything about your planet!

Earthling: That's good. I like books too. I have a lot of them stored on my device here. Take a look?

Think-Tank: What are those books? And where are the pictures? I saw pictures on your phone.

Earthling: No, these are e-books. I read them when I'm commuting. See, I can also edit and make notes on them and other documents.

Think-Tank: I have my assistants do this on our central network computers. Those are huge devices, much more powerful than this toy. They even work all by themselves!

Earthling: They do? Are they intelligent?

Think-Tank: I designed them myself, they are without question intelligent. Here, let me show you. (Grabs mobile phone)

Earthling: Okay, as you please. Are you sure you can run this?

Think-Tank: You'll see. I'm getting it scanned by our central computer.

(Pause, then buzzing)

What happened? Why is the screen frozen? Abort, abort!

Earthling: Where's my phone? What is wrong with your computer?!

(Electronic noises, followed by static)